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ABSTRACT

Sections 1 and 2 provide the background for classroom implementation of intergroup education and include a statement of beliefs, the State position on intergroup education, delineation of practical implementation, and required supportive services for this program. Sections 3-5 are intended for the guidance of the classroom teacher and include the overall guide objectives for the teacher and the student, the recurring themes in intergroup education, and an explanation of how the objectives and themes can be implemented. Sections 6 and 7 contain the teaching units for kindergarten and elementary grades, additional learning activities, and selected bibliographies for the instructional levels. Section 8 contains a selected bibliography for teacher reference. Each teaching unit contains learning objectives and activities and a list of materials and resources. Assessment tasks are listed for each instructional objective. Additional supportive activities are included for sections 6 and 7. (BD)

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NEW PERSPECTIVES
IN
INTERGROUP EDUCATION

Volume 1

2/3

Maryland State Department of Education
Baltimore-Washington International Airport
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Division of Instruction
Office of Curriculum Development

Division of Compensatory, Urban,
and Supplementary Programs

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SP 009 698

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FOREWORD

The history books of the first half of our century pictured America as the great melting pot and a country that welcomed immigrants. Emma Lazarus said it for all of us in 1903 when she composed the famous lines for the base of the Statue of Liberty:

> Give me your tired, your poor,
> Your huddled masses yearning to breathe free,
> The wretched refuse of your teeming shore.
> Send these, the homeless, the tempest-tost to me,
> I lift my lamp beside the golden door!

Lately, we have not been so sure. One ethnic group after another, some more loudly than others, assert the uniqueness of their own cultures and their reluctance to be "melted." At the same time the majority has come to a new awareness of the richness of these cultures and the need to preserve them. And with that we have come to recognize the need for understanding one another.

But to say that we need a program of intergroup education simply because ethnic minorities refuse to abandon their ancient cultures is to bowdlerize our recent history and to misstate the importance of this program to the public schools. We need intergroup education because deep resentment of long injustice has bred suspicion and contempt on all sides. Now passion needs instruction based on reason.

That is where our public schools enter the picture. Maryland's public schools now have the vital task of helping our students to understand and appreciate the nation's ethnic groups and the contributions that they have made to the development of the United States of America.

James A. Sensenbaugh

PREFACE

The Maryland public schools support the principle that the school experience should develop responsible citizenship. Maryland educators support the position that education should prepare students to live in a pluralistic society founded upon democratic principles. Essential to this proposition is the necessity of providing equal educational opportunity regardless of race, sex, religion, ethnic background, or social class identification.

Since the Supreme Court Decision of 1954, *Brown* versus *Board of Education*, programs have been designed to promote intergroup education. However, we have not been overly successful in eliminating overt and covert forms of prejudicial actions toward minority groups. Even though we have laws that seek to fulfill the American Creed -- liberty and justice for all -- a continuing effort by the schools of Maryland to implement intergroup education is more essential today than ever before.

Accordingly, the Maryland State Department of Education, Division of Instruction, conducted three summer workshops in 1969, 1970, and 1971. The workshop in the summer of 1969 produced the basis for an instructional program for Maryland educators in a guide entitled, Intergroup Education in Maryland.

Since the attitudes of children and adolescents are still in the formative stage, the schools can assume a role of critical importance for developing positive attitudes. From this point of view, the schools of Maryland should be committed to the elimination of prejudice. The school curriculum must be altered to develop the broad understandings which pupils need to live in our changing society. This guide is an initial step toward integrating intergroup education into the total curriculum.

As a result of the report of the State Advisory Committee on Cultural and Ethnic Minorities, the Maryland State Board of Education adopted Bylaw 325, which calls for instructional programs in the schools that emphasize the teaching of ethnic and cultural minorities. The bylaw states:

> All public schools shall include in their programs of studies... as a part of current curricular offerings...appropriate instruction for developing understanding and appreciation of Ethnic and Cultural Minorities.

During the summers of 1970, 1971, and 1972, three groups of teachers from local educational agencies worked to develop instructional activities that stress the contributions of ethnic and cultural minorities to our pluralistic society. The activities presented in New Perspectives in Intergroup Education are inter-disciplinary and range from early childhood through secondary education.

During the 1971-1972 school year, the instructional activities were piloted in the schools of Baltimore, Caroline, Dorchester, Frederick, Prince George's, and St. Mary's counties. On the basis of classroom usage, the instructional materials were rewritten in the summer of 1972 and the bibliographies enlarged as recommended by the teachers participating in the pilot programs.

Two summer workshops in 1973 and 1974 enabled teachers to enhance the program still further by developing units at four levels from K-12 around four recurring themes. This leadership program stresses the equal worth of individuals and ethnic groups and addresses the problems of prejudice and discrimination in American society. The four recurring themes which form the basis of the philosophical foundation for the program that defines cultural pluralism in Maryland and the nation are:

- Foundation for Equality: Equal Worth of Every Person
- Alliance for Equality: Equal Worth of Every Ethnic Group
- Barriers to Equality: Prejudice and Discrimination
- Action for Equality: Ideals and Realities

We believe that these materials will serve as viable guidelines for developing effective, dynamic programs of ethnic studies in the ongoing curricula of the schools in Maryland. Their use will help to reduce intergroup tensions and to lay the foundation for real equality and equal opportunity for every individual.

ACKNOWLEDGMENTS

Many individuals and agencies contributed time and talent toward the development of New Perspectives In Intergroup Education. Nevertheless, the responsibility for the inception and completion of this program has been the Maryland State Department of Education under Bylaw 325. James A. Addy, Consultant in Social Studies, and Mrs. Louella H. Woodward, Specialist in Curriculum, were the Project Coordinators. The Maryland State Department of Education extends its thanks and appreciation to the following persons and groups:

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New Perspectives in Intergroup Education

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SECTION I

S E C T I O N I

SUGGESTED USAGE OF THE GUIDE

This guide has been prepared for use in developing effective programs in intergroup education and in integrating these programs into the ongoing curriculum. Educators at all levels should find it informative, helpful, and practical. As they use the guide, it is hoped that they will make the necessary adaptations which will insure appropriate instruction for developing an understanding and appreciation of all ethnic and cultural groups.

New Perspectives in Intergroup Education is not a new curriculum. Instead, many of the activities contained in the document have been used by classroom teachers throughout Maryland. The materials have been developed by teachers, piloted by teachers, and refined by teachers in order to present viable classroom experiences which will enhance the desired behavioral outcomes.

The organization of this guide follows the suggestions of teachers who were concerned that the organization of the document should facilitate classroom usage for teachers. Therefore, Sections I and II provide the background for classroom implementation of intergroup education. While the statement of beliefs is the philosophical foundation of the program, and the State position on intergroup education is included, practical implementation is delineated in the area of teacher preparation for intergroup education and the required supportive services for this program.

Sections III through V are intended for the guidance of the classroom teacher. These sections include the overall guide objectives for the teacher and the student, the recurring themes in intergroup education which undergird the units, and an explanation of how the objectives and themes can be implemented. In these sections, teachers will find the teaching units for the K-12 levels of instruction, as well as additional learning activities which can augment the teaching units.

The heart of the guide is found in Sections VI through VIII. In Sections VI and VII, teachers will find the teaching units for the K-12 levels of instruction, additional learning activities to augment the teaching units, and selected bibliographies for the instructional levels. Section VIII contains a selected bibliography for teacher reference.

The teaching units in Section VI and Section VII are designed as examples of the kinds of instructional units which can be developed and used to achieve the objectives of intergroup education. The learning activities included in the units are suggested for the exploration and mastery of the content and are for classroom use to provide learners with experiences that carry out the themes of intergroup education. Additional supportive activities are suggested to assist the learners in understanding and achieving the objectives. The teacher is encouraged to examine activities provided for levels other than the one he is teaching and to select those which may be appropriate for his group. In any case, it is anticipated that these units and additional activities will serve as guides and springboards for the development of other units and learning experiences in intergroup education throughout Maryland's schools.

The bibliographies in Sections VI, VII, and VIII are by no means exhaustive. However, all the materials listed in the bibliographies have been carefully reviewed and studied by the teachers who assisted in the development of the guide. Obviously, there are other print and nonprint resources that can be added. To assist in the evaluation and selection of ethnic studies materials, the Maryland State Department of Education published Guidelines for the Selection of Instructional Materials Which Will Insure Proper Recognition of Ethnic and Cultural Minorities. Hopefully, teachers and supervisors will use these guidelines as a basis for reviewing and selecting other supportive references as they become available.

TEACHER PREPARATION FOR INTERGROUP EDUCATION

The teacher is the key person in implementing a program of intergroup education. Every teacher has the responsibility to develop intergroup concepts in his teaching area. Many teachers have conducted activities which have aided in the development of democratic attitudes. Other teachers have had little experience with these techniques. Since all teachers are not trained to conduct programs of intergroup education, the importance of this program makes it necessary that systems assume the responsibility of training their teachers in this area of instruction.

Teacher attitudes and relationships with students are the most important ingredients for effective intergroup education. Only the teacher who truly believes in democratic precepts can be effective in reducing prejudices among his students. Among the most important personal prerequisites for an effective teacher of intergroup attitudes are:

. Agreement with the validity of the objectives and goals of intergroup education

. Strong personal commitment to the need and value of integrating intergroup education concepts in one's teaching activities

. Rapport with students which creates the environment for free discussion of feelings and emotions.

Preparation in the techniques of intergroup education is necessary in the teachers' training for effective intergroup education. Some of these techniques include the use of:

. Sociometric procedures

. Participation schedules

. Social distance scales and other measures of prejudice

. Role playing

. Projective techniques

- Student diaries
- Teacher logs of class procedures.*

To use these techniques of evaluation and interpret their findings requires training. In the State of Maryland there are a number of colleges and universities offering both summer and evening courses in the area of human relations. The federal government, private agencies, and local school systems offer a variety of institutes, workshops, and inservice programs in this area. Most of these courses offer college credit in addition to supplying the teacher with needed expertise in the field of intergroup relations.

Materials and Teacher Preparation

- Implementation of a school program in intergroup education requires special training and materials for teachers
- Student preparation for teaching must include techniques for developing and maintaining a school climate of open acceptance that dissolves barriers to communication
- Broad programs of intergroup inservice education and workshops must be provided, designed to produce understanding of human values and contributions. The program must provide for an intensive, realistic analysis of teachers' stereotyped ideas and rigid ways of thinking, and knowledge of the varying roles currently being played by dissent groups.
- Sufficient quantities of instructional materials selected according to the established criteria relating to intergroup education must be made available to teachers.

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*Most of these are described in: Taba, Hilda; Brady, Elizabeth H.; Robinson, John T.; Vickery, William E., Diagnosing Human Relations Needs (Washington: American Council on Education, 1951) p. 155; Jennings, Helen H., Sociometry in Group Relations: A Manual for Teachers (Washington: American Council on Education, 1959) p. 105.

SUPPORTIVE SERVICES

Schools, however well staffed and well equipped, can do little toward developing strong, positive, responsive citizens without the sympathetic guidance and active support of administrators and civic leaders. Such people must:

- Provide and participate in groups actively studying human relations and multi-ethnic contributions
- Provide and use extensive libraries devoted to multi-ethnic social concerns and personal values and experiences
- Publicly support the school's programs in intergroup education
- Encourage and expedite exchange between the school and the community through classroom visitors and field trips to the workday world
- Place school personnel on the basis of talent and need (rather than on ethnic background)
- Encourage and expedite exchange between the school and legislators and public administrators
- Encourage and expedite the interaction of schools with public and private agencies working in the fields of social concern and mental health.

The teacher needs the support of the community, boards of education, school administrators, and supervisors in working with ethnic and cultural minorities. Intergroup education represents total commitment by the educational hierarchy.

STATE

As representatives of the citizenry in Maryland, members of the State Board of Education determine and establish policy for the educational system. If they are to perform their duties objectively and fairly, they must be sensitive to the educational needs of all the children of all the people. Accordingly:

- Official policies and guidelines established by the State Board of Education will give intergroup education its rightful place in the curriculum of the school
- Further commitment of the State Board will be illustrated by the positive actions of its staff in the State Department of Education in terms of implementation of these policies and guidelines.

LOCAL

Local Boards of Education operating within the framework established by the State Board of Education should provide programs to accomplish the following:

- Employment of local administrators who support the state's position on intergroup education as a part of the total program
- Promotion of planned activities which result in community support for intergroup education
- Employment only of those teachers who are willing to work in programs actively promoting intergroup education
- Provision of adequate funds for appropriate instructional materials, inservice training programs, facilities, and personnel in the area of intergroup education
- Immediate development and implementation of integration of both faculty and pupils at the local level.

Administrators

STATE

Incentives which encourage members of the profession in the State to take advantage of inservice training programs in intergroup education should be established to expedite the retraining of personnel. These incentives may include credit toward an advanced degree, reimbursement of expenses, or professional recognition.

Recognizing that state administrators are not only responsible for professional inservice training but also for promoting parental and community understanding of intergroup education, programs of dynamic perspective should be developed to seek the active cooperation of private and governmental agencies at the local, state, and national levels.

LOCAL

The superintendent serves as the executive officer of the local board and as the educational leader of the public school community. Through his leadership and the assistance of his professional staff, intergroup education will become an integral part of the total educational program and the business operation of the system. Personnel hiring, placement, and promotion are strategic areas which may reflect the degree of commitment to the concept of equality of all people.

The principal's creativity and initiative as well as technical skill can be demonstrated by programs which aid in the growth of intergroup relationships. To do this he must:

- Provide time and programs for the teacher to familiarize himself with the individual student and the community
- Provide learning opportunities in ethnic and cultural relations for parents and other adults
- Provide leadership in a continuing analysis of curriculum problems and needs related to all pupils
- Demonstrate objectivity toward personnel, pupils, and the community.

Supervisors

STATE

The educator of today no longer regards supervision in the narrow concept of confinement to visiting teachers, supplying materials, and rating the staff. Supervision is now recognized as being intimately concerned with inservice growth of quality professional personnel. In view of this role, the State supervisors should:

- Emphasize the need for local programs of intergroup education
- Emphaize a cooperative and democratic attitude in meetings and related activities
- Actively participate in the development of standards and guidelines for programs and materials of instruction.

LOCAL

The local supervisors must support the position of the State Department and render supportive services needed by the teacher in implementing a program of intergroup education by:

- Establishing workshops that develop programs of intergroup education
- Developing curriculum guides with teachers emphasizing the cultural plurality of our society
- Cooperating with and using community agencies that are supportive of intergroup education.

Community

Schools within communities need to become aware of the necessity for many patterns of operations in working with organized groups. The wide variety and types of organizations found in different communities make community-school cooperation mandatory. Many communities have agencies with professional staffs who can serve as resource personnel in developing programs of intergroup education. The community can improve intergroup relations by providing a receptive attitude toward communication between the school and community in working for better intergroup relations. The school should be encouraged to use community problems as an integral part of the school's curricula by:

- Accepting the merits of a program of intergroup relations
- Stimulating parents to take greater interest in the programs and goals of the schools for their children
- Helping members of the community to recognize the value of the utilization of school-based and community services.

SECTION II

STATEMENT OF BELIEFS

The Advisory Committee on Ethnic and Cultural Minorities appointed by the State Superintendent of Schools, Dr. James A. Sensenbaugh, developed the following Statement of Beliefs to serve as a philosophic basis for the establishment of a program of intergroup education in the schools of Maryland:

America must be philosophically committed to cultural plurality as a significant value in our traditional way of life. Yet a philosophical commitment to our stated constitutional and legislated ideals is not good enough. Such a commitment in theory must necessarily be accompanied by an even greater commitment in practice lest our hallowed creed of "Liberty and Justice for all" might become only a hollow sham. There is, as yet, no real unity within the diversity which our many cultural and ethnic groups represent. Instead, minorities still excluded from the mainstream of American society are striving to establish an identification and a feeling of pride in their own heritage. Simultaneously they are becoming increasingly more insistent on full-scale participation on equal terms in the ordinary affairs of American life. Prejudice and discrimination against out-groups continue their devastation as barriers to human fulfillment. "Man's inhumanity to man" still abounds.

Our society will not survive unless it can adapt to change. Nor can any element in our society hope to survive alone. Therefore, it is imperative that the schools recognize and accept their responsibility as potent agents for social change. Schools must first be dedicated to open inquiry and must create an atmosphere for learning which is devoid of all prejudice and discrimination. Knowledge of the complex causes and consequences of prejudice and discrimination must supplant existing myths and misconceptions. The changing of negative attitudes becomes a means for reducing prejudice, discrimination, and intergroup conflict. It is crucial for all people of all ethnic and cultural groups to develop their full human potential and to become free participants in American society.

Since intergroup relations permeate all areas of living, the total program of each school must endeavor to develop empathy and sensitivity to human values. Any study of "man as a human being" must be predicated upon a belief in the fundamental dignity and worth of every individual and upon an understanding of our common origin. Curriculum provisions must be made at all levels and through all disciplines (including the sciences and the humanities) for satisfactory experiences in working with and learning about people of all ethnic and cultural groups.

Within this broad curriculum framework for intergroup education, the social studies must exercise a vital leadership role. Students need to analyze today's current problems and their possible solutions. Teachers must present the material in a realistic, objective manner without any attempt at distortion and/or omission. Emphasis should be placed on the pattern of participation of all ethnic and cultural groups and not primarily on the contribution of individuals whose ethnic identity may have been irrelevant to their achievement. In most cases, this should be done as an integral part of the social studies rather than as a separate but parallel course. Whenever specific situations and circumstances warrant, selective electives may need to be initiated.

In today's schools, any effective approach to teaching and the understanding of world peoples must begin with an intensive, realistic analysis of teachers' stereotypic ideas and rigid ways of thinking. Teachers must be closely attuned to the changing character of society and must learn to "think anew" and "act anew." Teachers must be fully knowledgeable about the varying roles currently being played by dissident groups; likewise, they must clearly perceive the constructive impact of dissent. In short, they must become staunch believers in the potential strength to be derived from divergent ethnic and cultural groups in American society. Teachers must also become deeply aware of their own feelings and master the skill of feeling what others feel. They must understand all children, empathize with their ambitions, and accept their various behavior patterns. Such teachers will seldom emerge by sheer accident. On the contrary, it is crucially important that they receive careful preparation in comprehensive, well coordinated programs of both preservice and inservice education. To expedite these programs, the State Department of Education must take the decisive lead in providing rich learning opportunities for teachers to acquire new insights, extend and expand their knowledge and appreciation of others; eliminate their own strong prejudgments and generalizations about minorities; increase their sensitivity to other people; and develop new strategies for creating a viable climate in which a change of attitudes, feelings, and understandings is entirely possible.

To accomplish these goals, teachers must have sufficient supplies of suitable instructional materials. Publishing companies must be kept apprised of current, pressing needs and must redouble their efforts to meet these demands. Here, too, the State Department of Education must assume an active leadership role in the preparation of guidelines for the selection of appropriate materials. In every instance, materials should always be sought which "will enlighten -- not enslave; clarify -- not obscure." At the present juncture, the problems and opportunities of the Afro-American group demand urgent attention. Therefore, teaching should be focused on the study of the Afro-American cultural group both in historical and contemporary contexts.

The importance of environment in developing attitudes is also recognized. The State Department of Education must, therefore, provide learning opportunities in ethnic and cultural relations for parents and other adults.

Schools must enlist the cooperation of private and governmental agencies at the local, state, and national levels if the way is to be found to value and utilize cultural differences within a framework of political and economic unity. Progress toward this goal can be realized only with the cooperation and full support of local boards of education, superintendents, and their total administrative -- supervisory staffs. Wise and creative leaders must constantly utilize new strategies which are effective in specific situations. They must strive to build even more effective programs on intellectual, attitudinal, and action levels for the reduction of prejudice and discrimination and for the ultimate prevention of societal decay. Thus, the coordinated thrust of all agencies will assist in transforming our democratic profession for equality into a reality.

POSITION ON INTERGROUP EDUCATION

Today's children must be educated to live effectively in a multicultural society. To accomplish this necessary objective, it is imperative that we correct the shortcomings in our present educational offerings. We must no longer tolerate, by distortion and/or omission, the disregard in our curricula and instructional materials for the history and contributions of cultural and ethnic minorities. Instead, we must alter our curricula to give pupils the broader understanding they need to live and work successfully in multi-group situations. We must deal adequately and realistically with the background and nature of the current struggle for justice and equality of opportunity. We must insure in all our classrooms the use of instructional materials which objectively reflect the cultural and ethnic diversity of American life and of our world.

We believe we can best overcome our present weaknesses through a planned program of intergroup education designed to permeate every area of the curriculum from kindergarten through elementary and secondary levels. Such a program will not only recognize the contribution of cultural and ethnic minorities in the building of a democratic republic, but it will also attempt to change attitudes, eliminate prejudice, and re-educate teachers. Specifically, a total program of intergroup education would envision:

- An integrated curriculum from early childhood through the twelfth grade with special emphasis in the social studies area
- Integration of Afro-American and minority group content in the American history curriculum wherever appropriate rather than the introduction of separate supplemental units which would provide merely peripheral treatment
- Provision for a separate elective course in Afro-American or minority group history where local needs warrant, but with the full knowledge that it will not fulfill the intent of the mandate which was designed to give all students a broader knowledge and understanding of various cultures other than their own

- Guidelines for the selection of educational materials which emphasize minority group contributions to the growth of the American nation
- Elimination of misunderstandings, animosity, and the reduction of prejudice in all the schools
- Certification of teachers who have had college level courses dealing with minorities in America
- Retraining of teachers through workshops which emphasize positive attitudinal and behavioral changes
- Support of the program and cooperation in its implementation by all administrative and supervisory personnel on both the state and local levels
- Coordination of all agencies and instruments of our society in designing, implementing, evaluating, and modifying, where necessary, a program of intergroup education in all Maryland public school systems.

Reduction of Prejudice

Minority group and ethnic prejudices are multiple -- determined and perpetuated by a complex interaction of social and psychological factors. The alleviation of such prejudices requires a variety of approaches in education. The basis of any program designed to reduce minority group and ethnic hostilities is the dissolution of barriers which prevent contacts between members of various ethnic and racial groups. It is incumbent upon educational units to reduce group hostility by working for and supporting educational opportunities which afford optimum conditions for student interaction in groups and on an individual basis.

Physical proximity is a necessary condition for the reduction of prejudice. However, it can only be considered one step in the process of reducing prejudice. School desegregation must be viewed as essential to developing positive attitudes between members of racial groups.

Formal programs of intergroup education provide a vehicle for individuals to develop attitudes about members of cultural and ethnic groups. Movies, plays, novels, and textbooks permit students to obtain information, to have vicarious experiences, and to identify with members of minority groups. Information about minority groups may modify many misconceptions which individuals have about minorities. However, the acquisition of facts and information about minority groups does not promote intergroup education.

The purpose of acquiring information about groups and the manner in which it is acquired will determine the effectiveness of educational programs in changing attitudes. Educational programs which allow members of bi-racial or multi-ethnic groups to engage in community study-action activities involving field trips, area surveys, work experiences in social agencies, and community programs provide opportunities for the development of positive attitudes and the reduction of group hostilities. These approaches contain the key elements of physical proximity, equal status participation, and the pursuit of common goals. Information regarding minority groups and the consequences of prejudice gathered through community study and action activities can reduce prejudice.

Attitude change may also be effected through participation in small groups. Discussion, socio-drama, and role playing permit group members to gain insights into the dynamics of prejudice and empathy for the victims of prejudice. Participation assumes that members of such groups have personality structures which are amenable to positive change and that they have made preliminary commitments to change.

Any effective improvement in cultural or ethnic relations depends upon school programs which focus on the development of positive attitudes rather than the remediation of negative attitudes. The heart of such a program is the concept of ethnic and cultural pluralism. This concept recognizes that differences must be accepted and recognized, not eliminated. A conscious attempt to homogenize cultures and people implies that people and cultures are not equal, but rather that a culture or value system of one person is superior to another. This latter type of thinking is neither positive nor acceptable.

It is imperative that the public educational system be recognized as the focus for changing attitudes. The public school offers the greatest opportunity for changing attitudes and is a positive intervening agent in the life of an individual. The public school with its commitment to the ideals of American democracy has an established historical and philosophical precedent for developing positive intergroup relations.

However, as Gordon Allport points out, the school can exert a negative as well as a positive influence on students' attitudes.

> The atmosphere that surrounds the child at school is exceedingly important. If segregation of the sexes or races prevails, if authoritarianism and hierarchy dominate the system, the child cannot help but learn that power and status are the dominant factors in human relationships. If on the other hand, the school system is democratic, if the teacher and child are respected units, the lesson of respect for the person will easily register.

Proceeding logically from this foundation, pupils in Maryland schools should, thereby, acquire a better understanding of their national heritage. Teachers should then be able to develop a more enlightened understanding of the peoples of the world.

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SECTION III

OBJECTIVES FOR INTERGROUP EDUCATION

As the position on intergroup education is translated into experience in the schools, it is helpful to pinpoint some overall objectives for the student as a result of the experience and some objectives to guide the teacher in making the experience possible for the students.

At every stage of the student's progress from kindergarten through the twelfth grade, the teacher needs to build into every class relationship the objectives for the teacher -- only thus can intergroup education result in the attitudes of acceptance and commitment that are desired for the student.

As the student grows up, he is able to attain more of the objectives, and at a more sophisticated level of understanding and commitment. The objectives for the student represent the final outcome for the responsible young adult of 13 years of intergroup education. Only as teachers at *every* level teach to achieve these objectives will the desired outcomes be assured.

OBJECTIVES FOR THE TEACHER

The teacher will be responsible for:

- Analyzing his biases and for taking the necessary steps to modify them.
- Creating a climate of acceptance and mutual respect which allows for free expression of ideas and feelings.
- Helping students to build positive attitudes toward themselves and others.
- Providing experiences that will help students develop a sensitivity to the needs and feelings of others.
- Creating a learning environment conducive to understanding and valuing all cultural groups.
- Providing a total teaching program based on the dignity and worth of the individual.
- Using procedures that are fair, just, and realistic in all group situations.
- Using a multi-dimensional approach to attitude change; for example: contact with various ethnic groups, literature, direct study, role playing, play therapy, audiovisual materials.
- Helping students to identify real power sources in their community and to develop skills which facilitate constructive social action related to intergroup problems.
- Utilizing the findings of recent research in intergroup education and experimenting with new ways of building desirable attitudes.
- Demonstrating a commitment to a society in which the economic, political, and social rights of individuals and groups are free from exploitation by power groups.

OBJECTIVES FOR THE STUDENT

The student will:

- Respect himself and every human being as an individual of equal worth.
- Evaluate the effects of his personal behavior in terms of its impact on the human rights of others.
- Express ideas and opinions which are free from labels and stereotypes.
- Use information to identify continuing problems of human relations in a pluralistic society.
- Seek possible solutions to persistent human rights problems and make responsible decisions concerning them.
- Become directly involved in the prevention and remediation of problems dealing with the equal rights of individuals: education, employment, housing, public accommodations, and equal protection under the law.
- Support constructive social change and accept majority decisions, while respecting the rights of minorities.
- Accept every person on the basis of his individual worth, rather than his race, religion, nationality, or socio-economic status.
- Accept the fact that individuals and groups have the right to differ from one another and that differences do not denote inferiority or superiority.
- Develop a sensitivity to the needs, emotions, and problems of all people.

In teaching toward these objectives, it is essential that teachers keep in mind the themes that should pervade the intergroup experience.

SECTION IV

RECURRING THEMES IN INTERGROUP EDUCATION

In the experience of human beings, we have advanced from isolation to pluralism. In the past, many people lived in isolated groups and considered people of other groups as less human than themselves. There are many examples from history of the refusal to treat members of out-groups with the same consideration as members of the in-group.

But all human beings, of whatever race, religion, language, or nation, share the same human needs and aspirations. These needs and hopes are met in different ways in different cultures. Each culture has its own set of patterns for life and must be recognized as a system valued in its own right.

In the United States there are many ethnic groups, the result of different cultural and racial heritages. Every person in this country belongs to an ethnic group, and our many cultural heritages enrich our pluralistic society. Within our democratic system, instead of a monocultural society, we can achieve UNITY THROUGH DIVERSITY.

Below are presented the four major recurring themes with supporting statements which should pervade intergroup education in every classroom from kindergarten through senior high school:

I. FOUNDATION FOR EQUALITY: EQUAL WORTH OF EVERY PERSON

A. Every person needs to have a positive self-image.

B. Every person should be respected equally as unique, having values and goals that are his own.

C. Every person wants to be seen as an individual, not as representative of a type.

Even though we need to study cultural differences and become aware of cultural sensitivities, we must treat each person as an individual.

D. Every human being has the same basic needs. The basic needs are:

The need for physical health and comfort;
The need for security and safety;
The need for a feeling of belonging, for love;

The need for accomplishment, for using abilities to achieve goals;
The need for recognition and esteem, for a sense of adequacy and self-respect.

II. ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

A. An ethnic group is a group of people who differ from other groups of people in the United States in race, religion, or cultural background. Every person in this country is a member of an ethnic group.

Ethnic groups in America include: American Indians of many different heritages; blacks, racially of African heritage; Europeans of Catholic, Protestant, and Jewish heritage; Spanish-Americans from many countries in Central and South America; and Orientals from many Eastern countries.

B. The cultural background of a group of people is the totality of the learned attitudes and activities that the people in the group share.

Each culture has its own system of values as well as of behavior patterns.

C. The cultural background of each ethnic group must be studied in depth in order to be understood.

The history of each racial and cultural group must be studied thoroughly.

The aim is to understand the heritage of each ethnic group without judging it by the values of another group.

D. For each person within an ethnic group, his cultural background is what he knows best.

Students need to know and affirm their own cultural heritage without feeling that they must impose their cultural values on other people.

E. We are enriched by understanding cultural backgrounds other than our own.

Students need to be aware of the sensibilities of other people in ethnic groups and catch the excitement found in exploring the different life-ways of other people.

F. Linguistic differences need not be barriers to understanding.

Students should be encouraged to learn the standard English of their geographical region while retaining their home dialect. No dialect should be disparaged -- it is an advantage to be bi-dialectual.

Non-English-speaking students who speak other languages should be encouraged to become fully bilingual in English and their own language without disparagement of their foreign accent.

G. Cultural differences are reflected in non-verbal patterns of behavior.

We need to be aware of the variations in gesture, posture, and gait of different cultural groups in order to further understand people of different ethnic backgrounds.

H. We have a "cultural mosaic" in the United States, not a "melting pot."

Rather than a remolding of all cultural groups after one Western European model, we have a multiplicity of cultural groups living side by side in a mosaic.

III. BARRIERS TO EQUALITY: PREJUDICE AND DISCRIMINATION

A. Every person is prejudiced.

As teachers we need to become increasingly aware of our own prejudices, especially racial prejudices, and try to overcome them.

We need to help students at all levels to explore their own prejudices and seek the facts and attitudes that will destroy prejudice.

Disparaging labels applied to groups of people are symptoms of prejudice based on fear, not on facts.

Prejudice must be studied in historical perspective to see how it has developed and how it has been used for economic advantage.

B. Prejudice exists not only between groups of different races, religions, and national origins, but also between groups divided by geographic location, age, and socio-economic status.

We need to recognize that prejudiced atttiudes poison relations between whites and blacks, rural and urban dwellers, older people and younger people, and between people of higher and lower socio-economic positions.

C. Institutionalized prejudice can be even more insidious and damaging than personal prejudice.

When by law or by common agreement groups of people because of race, religion, or national origin are exploited, institutionalized prejudice is operating.

Teachers need to help students see that in jobs, housing, clubs, schooling, and voting, blacks and other groups are not given free choices. And we need to show students how to work to eliminate discrimination.

D. Discrimination takes many forms.

From the reluctance to touch a child of another race, through segregating children in the classroom, to housing covenants that restrict free choice, and limitation of job opportunities, discrimination denies the basic human rights and needs of minority groups.

The teacher must be a model of fair behavior that reflects a positive attitude toward all groups and the commitment to eliminate discrimination. Thus he can help students to develop healthier attitudes and commitments to fairness.

E. Discrimination results in false myths and images.

The white who thinks of blacks as lazy, stupid, or irresponsible is basing his ideas on false myths rather than on the truth. Where whites see all blacks as appropriate only in menial jobs, and blacks see whites as racists, false images block the paths to realistic understanding and relationships.

Teachers must help students to recognize the words and phrases that represent labeling in terms of stereotypes, counter the false myths and images with facts, and encourage students to see all human beings as persons like themselves, unique while basically alike, and deeply hurt by stereotypes.

F. Hypersensitivity, a result of discrimination, makes understanding difficult.

Teachers must help students to realize that people who have been hurt by discrimination are hypersensitive in cross-ethnic situations. It will take a great deal of patience and understanding as well as good will to build relationships of trust and cooperation.

G. People laugh at what is strange to them because of embarrassment and fear.

The unfamiliar is embarrassing because it is confusing. The new engenders fear because it is unknown.

Students can be led to examine their reactions of laughter at the strange. The understanding teacher can help students to realize that what is strange for members of one cultural group is familiar for members of another. If students can "stand in the shoes" of people of various ethnic backgrounds, they are enriched personally and equipped to act to promote intergroup equality and cooperation.

IV. ACTION FOR EQUALITY: IDEALS AND REALITIES

A. Prejudice can be *un*learned; *un*prejudice can be taught.

All of the prejudiced attitudes, action, and epithets are *learned* responses, not instinctive or natural. Children do not naturally have prejudice, but can easily be taught prejudice.

Children can also be taught *un*prejudice, based on their natural sense of fairness and their awareness of their own feelings which can be extended to empathy for others.

B. Implementation of rights guaranteed by the Constitution is the ground for solutions.

The right of every person to be treated with justice and respect for his humanity must be recognized and practiced in the classroom.

Teachers can help students to understand the rights guaranteed by the Constitution and to explore the methods available in our democratic society for insuring that these rights are not denied to anyone.

C. Freedom and equality under law require responsibility and vigilance.

> In the classroom students can practice the responsible attitudes and actions that make real freedom possible.
>
> Teachers can help students to be aware of inequality in our society and to gain the skills they need to eradicate inequality in opportunities - economically and socially.

D. The Constitution provides for government by the consent of the governed who need to know the political skills for getting their needs met.

> Since 18-year-olds now have the right to vote, it is imperative that in the public schools the issues of democracy, equality, and power be made clear, and the processes available by law for responsible pressures for change in humane directions be mastered.

E. The ideals of democracy include the solutions to intergroup problems and opportunities for constructive change.

> Teachers can help students to see the gap between the ideals of our democracy and the realities of unequal distribution of power. They can guide students in discovering the means to direct change toward achievement of the ideals: the fulfillment of the American dream: freedom, justice, and equality for all.

The attitudes and approaches that are expressed in the themes must permeate the classroom and the extra-classroom experiences of every student. If the teacher treats *all* students as persons of worth, encouraging them to find and develop their talents and strengths in language, mathematics, social studies, science, physical education, arts, and crafts, the foundation is laid for equal valuing and opportunity for every individual.

In shops and gymasiums, as well as in classrooms and assemblies, the theme of the contributions of many ethnic groups and of individuals from these groups can be emphasized. Thus students learn to value the pluralism that America enjoys.

Again, in every classroom opportunities occur not only for using the learning experiences provided in the next sections, but also for bringing out an awareness of prejudice and discrimination and for exploring ways of combating prejudice and discrimination. As Dr. Jean Grambs points out in Intergroup Education, the teacher needs to be sensitive to the "teachable moments," which may occur at any time in any situation at every level, when attitude changes can be most effectively produced.

It is especially in social studies classrooms that the governmental processes for enhancing and protecting equality are studied. But in every classroom, the attitudes that lead to a commitment to full social equality must be fostered.

SECTION V

IMPLEMENTATION OF OBJECTIVES AND THEMES

Rights have life and meaning only in behavior. Strong support and defense of the American dream can lead society to survival and maturation in the changing world. Inner strength, born of a sense of personal worth and nourished by pride in ability and accomplishment can be the product of this support and defense.

Change has become essential for our survival as a democratic nation. The school has a vital role to assume in bringing about change. An atmosphere for learning devoid of prejudice and discrimination is imperative for positive change. A school or individual not adaptable to change is handicapped. The Educational Policies Commission states that the successful school can cope with this type of handicap on three fronts:

. Demonstration to students of a close relationship between school and life

. Inclusion of the remedial services necessary for progress

. Development of aspirations which constructively alter the course of young lives.[1]

School Programs

School programs that, through bias or ignorance, deny or diminish a student's opportunity for personal growth and worthy achievement have failed in their purpose. The school influence must:

. Help students to develop positive self-concepts

. Help students of minority groups to develop a positive group concept

. Help students to recognize and accept the benefits of cultural pluralism

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[1] Educational Policies Commission, Education and the Disadvantaged American, (Washington, D.C., National Education Association, 1962), pp. 15-16.

- Help students to develop skills in group and interpersonal relations
- Help students to be alert and sensitive to the pressing issues of today's society
- Help students to acquire the skills and understandings necessary for effective endeavor.

Four chief ways in which the school influence may be exercised to develop intergroup understandings are: through formal study, through informal guidance, through techniques and activities, and through school-community life.

Through Formal Study:

- Demonstrate and analyze the participation of all major ethnic, cultural, and economic groups in modifying the environment and in establishing codes of behavior
- Consider the contributions of individuals of varying backgrounds to past and present society
- Examine the artistic and literary expressions related to the experiences of various groups
- Examine the backgrounds and possible outcomes of current social issues.

As a result of this, students should be able to:

- Identify and describe the contribution of more than one ethnic or cultural group in discussing an event in history
- Identify and describe several different ethnic sources treating a common literary or artistic theme
- Identify and describe the contributions of *several* leading representatives of different ethnic groups.

Through Informal or Incidental Guidance:

School personnel must become involved in actions that allow them to develop positive attitudes in areas such as the following:

- Sensitivity to student needs, concerns, and aspirations
- Awareness of the burning issues of contemporary society
- Sensitivity to the implications and opportunities for positive learning provided by student responses

and actions

- Respect for and acceptance of individual differences of students and others
- Awareness of the influence of encouragement on the development of self
- Commitment to the concern for others as an example of student learning experiences
- Reservation of judgment about the motives and behavior of others
- Avoidance of arbitrary application of rules
- Recognition of bias in themselves and others.

Through Techniques and Activities:

School personnel must learn to employ techniques and activities which result in an atmosphere conducive to the following:

- Awareness of the conscious and unconscious causes of human behavior
- Reduction of stereotyped thinking
- Deeper regard for self and others
- Techniques of action and interaction that are problem solving.

As a result of this, students should be able to:

- Identify and order the probable motivating forces in a given human situation
- Make decisions in everyday life which are based on an evaluation and selection of possible effects
- Effectively use time in independent work situations
- Identify ways in which people differ and relate these to the ways in which people resolve their needs and reorder their feelings
- Seek help in clarifying their own problems.

Through School-Community Life:

The school is an institution of society. Life in the school should reflect practices that make for a good community. The classroom atmosphere should provide an opportunity for students to practice democratic interpersonal relationships and other social skills essential to good community life. There should be patterns of association among the students that provide for the following types of experiences:

- Opportunities for practicing fair play
- Opportunities for leadership and fellowship
- Developing pride and a sense of belonging to the group
- Opportunities for children of all groups to understand and appreciate one another as representative individuals
- Opportunities to develop a sense of adequacy by all students.

In order to achieve these objectives, the following suggestions will be helpful:

- Teachers should show courtesy toward the students
- Students should show courtesy toward each other
- Classes should develop behavior codes
- Students should keep records of their own progress
- Class-developed goals should be developed through teacher-student planning.

There should be:

- Person-to-person contact: Actual association and activity with others
- Community study and utilization for classroom projects
- Inter-school visits with different cultural groups
- Frank and open school discussion of school problems and successes.

Classroom activities could be:

- Role playing or socio-drama

- Viewing and discussing films
- Writing, witnessing, and performing in relevant dramatics
- Reading, writing, or discussing literature concerning intercultural relations
- Listening to or performing music from various cultures
- Participating in or observing dances and games of other countries.

Activities for outside the classroom could be:

- Beautifying the school environment
- Developing a school newspaper
- Organizing a school library shelf on intergroup relations
- Preparing a showcase display using objects that portray intergroup education
- Presenting fashion shows with an international motif
- Portraying folk dances of other lands and cultures
- Role playing by students.

A broad view of responsibility and citizenship can be experienced through school activities such as:

- Assembly programs
- Glee clubs and bands
- Safety patrol
- School newspaper
- Student council
- School canteen
- School store
- Service campaigns.

The measure of individual growth should be observed in student initiative to participate in community affairs such as:

- Recreation center activities
- Theatre groups
- Community concerns and shows
- Homemakers' clubs
- Community improvement clubs
- Baby sitting services
- Tutoring service
- Voter aid groups.
- Volunteer service programs in:
  - Hospitals
  - Headstart programs
  - Orphanages
  - Nursing homes.

New Perspectives in Intergroup Education

Level I

SECTION VI

Level I - Teaching Units for Early Childhood

(Includes Supportive Learning
Activities and Selected Bibliography)

GENERAL INTRODUCTION TO TEACHING UNITS (K-12)

New Perspectives in Intergroup Education is presented in teaching units developed at four levels around four themes. Levels I and II appear in Volume I; Levels III and IV appear in Volume II.

The four themes provide the focus for the instructional objectives in each unit; the four levels provide the basis for the content, materials, types of learning activities, and assessment tasks. Each objective is followed by appropriate level content, learning activities, resource materials, and an assessment that will indicate mastery of the instructional objective by the learner.

Clearly, there will be some overlapping, but each objective relates directly to the theme and each component under an objective relates directly to that objective.

Level divisions move from the basic rudiments, Level I, of a theme to the more sophisticated and complicated elements in Level IV. Since teachers have a broad range of learners, the level divisions serve as a guide for the beginning of instruction. Assessment tasks will assist the teacher in determining the readiness of the learner for different levels. No one theme or level is mutually exclusive.

The theme and level divisions were designed to provide flexibility for the teacher in selecting appropriate level objectives for use with a selected group of learners.

Appropriateness was the single most important criterion on which the teaching units were designed. All elements of each unit were carefully screened and piloted to assure their appropriateness for each level.

Although the teaching units represent classroom piloted activities designed with carefully selected, available materials, new materials are continually being produced and published. Teachers should review new materials as they relate to a given instructional objective.

Teachers should compare their needs with the instructional objective and its content. The units are compatible with a broad range of subject matter areas. In fact, teachers in every discipline will find content which can be integrated into their ongoing classroom curriculum.

For example, if an elementary music lesson is primarily dealing with rhythm, the teacher can include ethnic dances to expand the perspective of the lesson. A biology lesson can have the added dimension of helping the learner accept every person as a human being and gain a positive self-image. The contributions of different ethnic groups to the development of mathematics add dimension to the study of that discipline.

Teachers should first select appropriate instructional objectives to which they can adapt the resources and learning activities. Next, they should select appropriate content, and, if necessary, modify the learning activities to reflect their needs.

Hopefully, these units will provide the beginnings for New Perspectives in Intergroup Education.

RATIONALE FOR EARLY CHILDHOOD UNITS

Changes in social attitudes in our American culture demand changes in our educational philosophy of teaching. Educators of the very young child realize that early childhood is a critical period in the development of the social being that a child will become. They also recognize that many young children begin school with preconceived misconceptions (prejudices) concerning different ethnic groups. Research has shown that adult prejudices can appear at a very early age in children.* Therefore, it becomes necessary to insure that the very young child begins to develop an awareness of the pluralistic society in which he lives and to acquire positive attitudes toward all ethnic groups.

The overall purpose of this curriculum is to provide the teacher of young children with activities and resources which can be used to enable each child to be actively involved in building positive social attitudes in intergroup relations. The curriculum is success-oriented, geared to the strengths of each child.

Four themes permeate the curriculum with emphasis in the first theme on the developmental process of the child. Prime consideration has been given to the importance of the child's self-image, as well as to his interactions with people, places, and things in his immediate environment.

Theme two introduces the child to the discovery of people, places, and things on a wider scale involving ethnic groups. The objectives cover life-styles, ethnic personalities, languages, ethnic games and foods, and cultural heritage.

*King, Edith W. and August Kerber. The Sociology of Early Childhood Education. American Book Company, 1968, p.65.

Theme three focuses on a more abstract level of development dealing with barriers to equality. Here the child participates in activities pertaining to identifying forms of discrimination, maintaining individuality, reacting to situations, identifying positive qualities, and evaluating accusations.

The fourth theme, "Ideals and Realities," provides an opportunity for the child to learn the importance of conforming to rules and standards, developing sensitivity, identifying rights and assuming responsibilities, and resolving inequalities.

Young children are usually able to absorb far more knowledge and exhibit a wider range of interest than many parents and teachers recognize. The young child's desire to learn about a more socialized environment should be capitalized upon and incorporated into the curriculum for Early Childhood Education. Based on the premise that a curriculum should encompass the learning modalities for which educators must assume responsibility, the suggested activities for Level I are as selective as possible. They are designed to provide experiences using an inter-disciplinary approach which will promote an in-depth understanding of ethnicity.

TEACHING UNITS FOR FOUR THEMES

LEVEL I -- THEME I: FOUNDATIONS FOR EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 1: Given a variety of sensory stimuli, the learner will be able to identify and describe his physical features and his body structure.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Sensory perceptions and physical factors affect one's self-image. I. Sensory perceptions A. Seeing B. Touching C. Hearing D. Smelling E. Tasting	I,A. Take an individual picture of each child in the class. Then allow each child to mount his picture for a bulletin board display entitled, "Everyone Is Beautiful in His Own Way" or "Look at Me."	Fenton, Carroll Lane and Turner, Eloise Fain. Inside You and Me: A Child's Introduction to the Human Body. 257 Park Avenue, South, New York, New York 10010: John Day Co., 1961.	Use a variety of sensory experiences through which each learner will be given opportunities to identify and describe his physical features and his body structure. Suggested experiences: 1. Use photographs for identification of body parts and features. 2. Use physical education equipment to develop gross motor skills. 3. Use small group cooking activities to develop sensory perceptions. 4. Use body movement with or without music to increase body awareness.
	I,A. Have the class discover the children who can be grouped according to the following: height, color of hair, color of eyes, size of feet, size of hands.	Aliki, My Five Senses. Route 9W, Englewood Cliffs, New Jersey 07632: Prentice-Hall, Inc., 1962.	
	I,A. Choose a partner to walk with to experience the feeling of blindness. One child will close his eyes or wear a blindfold. Reverse partners.		
	I,A. Invite a blind person to visit the classroom to demonstrate the senses used to compensate for blindness.	How We Use Our Senses. Approximately 10 min. Color. Producer: James M. Hansen. Distributor: Herbert E. Budek Films and Slides, 1967.	
	I,B. Play "Simon Says" using different parts of the body. Touch the parts of the body that Simon says to touch.		
		Fisher, Carl. What About Me. Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio, 1972. (I,A.)	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Sensory perceptions and physical factors affect one's self-image.		Learning About Health. Filmstrips (10) and Records (10). $75.00-series, $7.50/f.s. Time: approximately 5 min./f.s. Color. Producer: Encyclopedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Illinois 60611. Distributor: Encyclopedia Britannica Educational Corp.
	I,B. Use the "Mystery Box" idea. 1. Start with three objects that have definite forms and textures. Gradually increase the number of objects. 2. Observe and identify the objects by name. 3. Touch the objects and describe their properties. 4. Place the objects in the "Mystery Box" so that they cannot be seen. 5. Have the child work individually or choose a partner. 6. Identify the objects by touch.	Baer, Edith. The Wonder of Hands. 52 Vanderbilt Avenue, New York, New York 10017: Parents' Magazine Press, 1970.
	I,B. Use sandpaper letters, numerals, and braille to develop tactile skills.	
	TEACHER: I,C. Listen to story records and stories from books. Ask questions to ascertain how well the pupils listened. Discuss the necessity of careful listening for maximum enjoyment.	Wood, Lucille, Rhythms to Reading. Book Recording Sets (12). Picture song book (1). $118.15. Color. Producer and Distributor: 622 Rodier Drive, Glendale, California 91201: Bowmar Publishing Corp.
	TEACHER: I,C. Record each child's voice on a tape recorder. Have the children listen to identify the voices as the tape is replayed.	
	I,C. Use rhythm instruments to have the children: 1. Identify the instrument by name. 2. Correlate the sound with the name of the instrument.	

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Sensory perceptions and physical factors affect one's self-image.	3. Play a "Match-the-Object-with-the-Sound" game. Start with three instruments. Note: This activity may precede the association of letter symbols and their sounds.		
	I,C. Invite a deaf person to visit the classroom to demonstrate the senses used to compensate for deafness. Follow this activity (at another time) by inviting a small group of deaf children to visit the class. Note: Finger spelling and sign language could be taught.	Charlip, Remy and Mary Beth, and Ancona, George. Handtalk: An ABC Book of Finger Spelling and Sign Language. 52 Vanderbilt Avenue, New York, New York 10017: Parents' Magazine Press, 1974. (I,C)	
	I.C. Use the "Telephone Game" for practice in careful listening. Start the game with a one-line message, such as, "Today my dog will follow me to school." Have the message whispered to each child in a chain situation. When the last child receives the message, have him relate it as he heard it. Have the children compare this message with the original message and discuss possible reasons for the difference.		
	I,C. Tape environmental sounds during a listening walk. Identify the sounds which are heard.		
	TEACHER: I,D. Play a game in which a child is blindfolded (optional) and given an object to smell. The child tries to identify the object by its smell. Example: 1. Onion 2. Lemon 3. Flower 4. Soap 5. Toothpaste.		Play a "Match the Smell" game. The learner will identify and describe each of the scents and match two identical scents which have been prepared in color-coded baby food jars. Examples: 1. Vinegar 2. Apple juice 3. Onion 4. Perfume (I,D).

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Sensory perceptions and physical factors affect one's self-image.	I,E. Identify sweet, sour, bitter, and salty foods. Example: 1. Sweet-sugar, candy 2. Sour-lemons, limes 3. Bitter-bitter chocolate 4. Salty-salted peanuts, potato chips.	
	I,E. Identify foods that are identical in appearance but that have different tastes. Example: 1. Granulated sugar-salt 2. Karo syrup-water 3. Confectionary sugar-flour 4. Orange Tang-unsweetened orange Kool-Aid.	
	TEACHER: I,E. Draw or find pictures showing foods which children like. Discuss the reasons for their liking certain foods.	
	I,E. Keep a record of foods eaten over a period of two days. Share the record with your classmates. Discuss the favorite foods, as well as those which were not too well liked. Use facial expressions, gestures, or words to convey reactions to tasting foods. Act out the words. Have the class identify the possible foods which may be matched with each dramatization.	
	I,E. Plan a "Tasting Bee" for the class. Provide samples of foods which vary in taste-sweet, sour, salty, bitter. After each child has had an opportunity to taste samples of different kinds of foods, have the children describe the difference in the taste. Record the descriptive words for future use.	

CONTENT

Sensory perceptions and physical factors affect one's self-image.

II. Physical factors

A. Body features

B. Body structure

LEARNING ACTIVITIES

II,A. View one's self using a full-length mirror to identify parts of the body.

II,A. Play partner games and songs, such as "Busy Bee" and "Will You Come?" which involve the use of body parts.

1. "Busy Bee" - Choose partners. Give directions, such as "back to back, shoulder to shoulder, nose to nose." As the parts of the body are called, the partners match these parts with each other. Say the words, "Busy Bee." The children hurry to find new partners and the game begins again.
2. "Will You Come?" - Teach the song to the children. Have the children choose partners and dramatize the song.

II,A,B. Choose a friend. Take turns and draw life-size outlines of each other. Have the child lie down and trace an outline of the body on a large double sheet of paper. Cut out, color, stuff, staple, or sew the layers together. Dress the figure.

II,A,B. Listen to the record, "The Hokey Pokey." Discuss the parts of the body involved in the record. Play the record and perform the suggested motions.

TEACHER:
II,A,B. Measure and record the height of each child at the beginning and at the end of the year to observe the physical growth.

TEACHER:
II,B. Make a flannelboard cutout of a human body in puzzle form. Have the children observe

(continued)

MATERIALS/RESOURCES

Brenner, Barbara. Bodies. 201 Park Avenue, South, New York, New York 10003: E.P. Dutton and Co., Inc., 1973.

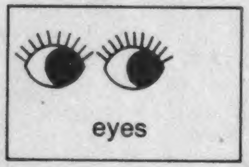
Watters, Lorrain E.; Wersen, Louis G.; Harts-horn, William O.; McMilliam, L. Eileen; Gallup, Alice; and Beckman, Frederick. The Magic of Music-Kindergarten. Boston, Massachusetts: Ginn and Co., 1966. (II,A, Teacher).

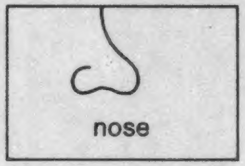
Brenner, Barbara. Faces. 201 Park Avenue, South, New York, New York 10003: E.P. Dutton and Co., Inc., 1970.

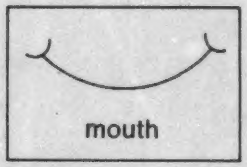
Listen, There Are Sounds Around You. Parts I and II. 41 Washington Avenue, Pleasantville, New York 10570: Guidance Associates.

Marshall, J. Stanley; Podendorf, Illa; Swartz, Clifford; and Shoreman, Peter B. Sense and Tell Kit. 1900 East Lake Avenue, Glenview, Illinois 60025: Scott, Foresman and Co., 1969.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Sensory perceptions and physical factors affect one's self-image.	the entire form. Request the children to close their eyes while the teacher removes one part of the form. Ask the children to identify the missing part. Remove several parts and have the children identify them. Have the children remove and scramble the parts, then reconstruct the entire form on the flannelboard. This may be done individually or in groups. II,B. Use the chalkboard to make an add-on person by playing a game, such as "Make Me." Make picture word cards for each part of the body. Place the cards in a box. Have one child select a card and draw the part on the chalkboard. Allow other children to take turns, following the same procedure. The finished product should show a completely proportioned human form.	







LEVEL I -- THEME I: FOUNDATIONS OF EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 2: Given a variety of stimuli showing the physical characteristics of people, the learner will be able to identify his characteristics which are similar to those of others and to describe his characteristics which are unique.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Each person possesses both common and unique physical characteristics. I. Likenesses and differences in physical appearance of people	TEACHER: I,A-C. Show pictures of boys and girls of many ethnic groups. Discuss the differences and similarities. Record the children's responses. Discuss what might happen if all children looked alike.	Meeks, Esther and Bagswell, Elizabeth. Families Live Together. Chicago: Follett Publishing Co., 1969.	Give each learner an opportunity to identify his physical characteristics which are similar to those of others. Have each learner also describe the physical characteristics which are unique to himself. Each learner should be able to identify at least three ways in which he is like a classmate and at least three ways in which he is different.
A. Sex: male or female B. Size of body C. Color and shape of eyes	TEACHER: I,B. Have each child bring in several photographs showing different stages of his growth. Compare the physical differences at different ages. Display the pictures on a bulletin board or a chart to show the progressive stages of development.		
D. Color and texture of hair E. Color and texture of skin	TEACHER: I,C. Find pictures of different colors and shapes of eyes. Provide a mirror for the child to match the color and shape of his eyes with those in the pictures.	Showers, Paul. Look At Your Eyes. 866 Third Avenue, New York, New York 10022: Thomas Y. Crowell Co., 1962.	POSSIBLE RESPONSES Likenesses: 1. Legs 2. Arms 3. Face 4. Head 5. Hands 6. Fingers 7. Feet 8. Toes
	I,D. Have each child examine a strand of his hair under a magnifying glass or a microscope. Compare it with that of a friend.		
	I,E. Cut out magazine pictures and make a collage of people with many skin colors. Display the collage in an appropriate place.	Bowmar. Myself. 622 Rodier Drive, Glendale, California 91201: Bowmar Publishing Corp., 1968.	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Each person possesses both common and unique physical characteristics.			
II. Comparison of child's physical traits with those of his parents	I,C-E. Use different combinations of white, pink, red, yellow, and brown paints to show various skin colors. Paint faces with features on them. Display the pictures.	Scholastic's Kindle Program. Each kit contains: Filmstrips (5), Records (5), Guides (5). Color. Producer and Distributor: 50 West 44th Street, New York, New York 10036: Scholastic Magazines, Inc., 1969.	Differences: 1. Sex 2. Body size 3. Weight 4. Height 5. Color and shape of eyes 6. Color and texture of hair 7. Color and texture of skin
A. Likenesses and differences in body structure	II,A,B. Bring in photographs of family members. Play a "Mix and Match" game in which the children will match family photographs with a classmate's picture.	Ness, Evaline. Exactly Alike. 597 Fifth Avenue, New York, New York 10017: Charles Scribner's Sons, 1964.	
B. Likenesses and differences in facial features	II,B. Cut out pictures of family members from magazines. Make family combinations the same as the child's family. Display the activity.	Hopkins, Lee Bennett. Me. 815 Second Avenue, New York, New York 10017: Seabury Press, Inc., 1970. People Are Different and Alike. Time: 11 min. Color. Producer: Hymes, James L., Jr. Distributor: Coronet Films, 65 East South Walter Street, Chicago, Illinois 60601.	

LEVEL I -- THEME I: FOUNDATIONS OF EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 3: Given situations which involve the emotions of love and hate, the learner will be able to demonstrate that love and acceptance are an important part of his relationships with others.

CONTENTS	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Love and acceptance are basic human needs. I. Sensitivity to human emotions	I,A. Enumerate the meanings of love. Have each child select the meaning which he prefers and give the reason for his choice.	Jaye, Mary Tinnin. Making Music Your Own ("Love Somebody"), p. 126. Morristown, New Jersey: Silver Burdett Co., 1966. (I,A, Teacher)	The learner will demonstrate his love and acceptance of others by willingly carrying out a minimum of five of the following examples: 1. Sharing equipment and materials 2. Playing with other children 3. Singing with a group 4. Choosing partners 5. Holding hands 6. Helping other children 7. Helping the teacher 8. Helping other responsible adults in class 9. Helping to clean up materials 10. Comforting a hurt or sick child 11. Sharing toys or games.
A. Understands and defines love and acceptance in his own terms	I,A. Make a heart-shaped "Love Book" by drawing or cutting pictures from magazines that depict feelings of love.	Jaye, Mary Tinnin. Making Music Your Own ("My Dreydell"), p. 88. Morristown, New Jersey: Silver Burdett Co., 1966.	
B. Understands and defines hate and rejection in his own terms	I,B. Have the child find pictures where facial expressions seem to portray feelings of hate.	Anglund, Joan Walsh. What Color Is Love? 757 Third Avenue, New York, New York 10017: Harcourt Brace Jovanovich, Inc., 1966.	
	I,B. Ask the child what hate means to him. Have him name something he hates and tell why.		
C. Examines his use of love (acceptance) and hate (rejection) in his responses to others	I,C. Discuss ways of showing kindness. Ask each child to perform at least one kind act during the school day. Discuss and record, at the end of the day, ways in which the child has shown kindness.	Hopkins, Lee Bennett. Me: A Book of Poems. 815 Second Avenue, New York, New York 10017: Seabury Press, Inc., 1970.	
D. Identifies ways in which he responds to love (acceptance) and to hate (rejection)	I,C. Role play situations in which a child is rejected by a group because of his speech, socks, kind of shoes, or color of shirt. Discuss the reasons why the rejection of the child was fair or unfair. Have the children change roles in order to give them the experience of being both the rejectee as well as the rejector. Then role play to show the acceptance and appreciation of differences.	I Feel ... Loving. $15.00 rental. $175.00 purchase. Time: 15 min. Color. Producer: Long Island Film Studios, P.O. Box P, Brightwaters, New York 11718, 1973.	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Love and acceptance are basic human needs.	I,C-D. Have a puppet show, depicting a child being kind and unkind to another child.	
II. Reinforcement of positive relationships with others	II,A. Show, through role playing activities, how the child feels about his pets and how he trains them by using both discipline and love.	
A. Examines daily encounters	II,A. Relate experiences which show how parents become cross or angry because of specific reasons but still love their children.	
B. Identifies special occasions	II,A. Provide an opportunity for the children to evaluate a school situation in which hate and rejection provoked negative responses. Have the group suggest alternative ways of responding which might result in improved relationships with others.	
	II,B. Discuss the meaning of Valentine's Day. Ask the children why they give valentines and to whom they like to give them.	"The Story of Valentine's Day." Filmstrip (1), Record (1). $11.00. Producer: Society for Visual Education. Distributor: Singer Education Division, 201 East 50th Street, New York, New York 10022, 1974.
	II,B. Discuss Christmas and Hanukkah. Have the children name the persons and things associated with these holiday seasons which suggest love.	
	II,B. Discuss Mother's Day and Father's Day. Why are these days special and how are they celebrated?	"The Story of Hanukkah and Christmas." Filmstrip (1), Record (1). $11.00. Producer: Society for Visual Education. Distributor: Singer Education Division, 201 East 50th Street, New York, New York 10022, 1974.

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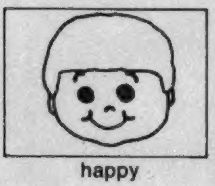
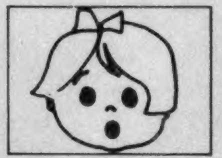
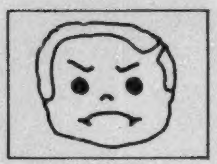
LEVEL I -- THEME I: FOUNDATIONS OF EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 4: Given situations which involve various kinds of emotions, the learner will be able to identify these emotions and to explain the different ways in which people may express their feelings.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Emotional factors affect one's self-image. I. Identification of common emotions A. Fear B. Anger C. Happiness D. Sadness E. Surprise	I,A-E. Discuss different types of emotions. Find pictures from magazines expressing different emotions. Talk about the pictures. Display the pictures across the chalkboard. Have the children imitate first as a total group, then individually, the facial expressions they see. Try to include as many ethnic groups as possible.	DLM People Puzzles. 7440 Natchez Avenue, Miles, Illinois. Showers, Paul. Look at Your Eyes. SFS and book. Record or song: Making Music Your Own. p. 101. ("If You're Happy and You Know It").	Encourage the children to volunteer to express dramatically an emotion which can be matched to a picture of a facial expression on the chalkboard. Select other children to name and explain the emotion. (I,A-E.)
	TEACHER: I,A-E. Make several sets of facial cutout cards depicting various emotions, such as fear, anger, happiness, sadness, and surprise. Use these as individual response cards to show reaction to the following: 1. When you go to a party 2. When you are alone in the dark 3. When you break something 4. When you move to a new home, school, or classroom 5. When someone hits you 6. When a pet dies 7. When you do not obey 8. When you are being punished 9. When you do something well and someone tells you how well you have done it 10. When you finally get the pet you have wanted for a long time 11. When your mother says it is all right to invite your very best friends over to spend the night 12. When you find a shiny new dime.	The Importance of You. Filmstrips (4) and records (2). $42.00. Time: I-4 min.; II-5 min.; III-5 min.; IV-5 min. Color. Producer: Windmills, LTD Production. Distributor: Bailey-Film Associates Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1971. "Who Am I?" Unit I Sound Filmstrips (5). Scholastic Magazine. Kindle Series. $49.50/unit. 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.	Prepare a series of pictures to be used in a response activity. Have each child name the emotion portrayed in the pictures in which the following emotions are displayed: 1. Fear 2. Anger 3. Happiness 4. Sadness 5. Surprise Give each child a series of hypothetical situations where he must explain why his picture displays an emotion which fits the situation.

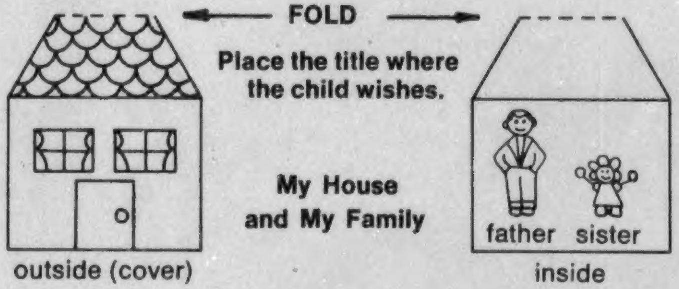
CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Emotional factors affect one's self-image.	I,A-E. Use the following sentence pattern: I feel ______________ when ______________ (picture card) (situation) Give the child picture word cards which depict different emotions.  happy  surprised  angry Tell the child to supply the emotion and the situation to the sentence pattern. (This activity may be oral or written--with or without pictures.)	Clifford, Eth and David. Your Face Is A Picture. E.C. Seale and Co., Inc., 1963. I Feel ... Loving. $15.00 rental. $175.00 purchase. Time: 15 min. Color. Producer: Long Island Film Studios, P.O. Box P, Brightwaters, New York 11718, 1973. Yudell, Lynn Denna. Make A Face. 34 Beacon Street, Boston, Massachusetts 07106: Little, Brown and Co., 1970. Dunn, Phoebe and Tris. Feelings. 515 North Front Street, Mankato, New Mexico 56001: Creative Educational Society, Inc., 1971. Focus on Self-Development, Stage One: Awareness. Complete Kit with records $108.00, with cassettes $121.00. Teacher's Guide (1), Filmstrips (5), Records (4) or Cassettes (2), 17" x 22" Photoboards (two sides in black and white), Easel (1), Pupil activity book, Here I Am (1). Producer and Distributor: Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611, 1970.
II. Means of expressing emotions A. Crying B. Laughing C. Pouting D. Yelling	II,A-D. Pantomime various means of expressing emotions, using voice and facial features.	

LEVEL I -- THEME I: FOUNDATIONS FOR EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 5: Given a knowledge of the different roles which are important to functional family living, the learner will be able to demonstrate the inter-changeability of roles within the family.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Each member of a family has inter-changeable roles. I. Definition of family roles in one's culture	I,A-G. Show the child pictures depicting different people. Use magazines as source materials. Have the child select the pictures which most closely represent "his" family. These might include: 1. A mother 2. A father 3. A baby-sitter and child.	Making Music Your Own, p. 152 ("Mothers Make a Home") Andry, Andrew C., and Kratha, Suzanne. Hi, New Baby. 630 Fifth Avenue, New York, New York 10020: Simon and Schuster, Inc., 1970.	Given two lists, one containing family members and the other describing various family roles, each child will match those that show his family.
A. Father B. Mother C. Sisters-brothers D. Aunts-uncles E. Cousins F. Grandparents G. Other	I,A-G. Make a picture of a family. Provide a scrap bag with different material, such as yarn, construction paper, tissue paper, pipe cleaners, scraps of materials, and string. Arrange a display of the children's pictures and discuss the unique roles which the family members play. Sample questions: 1. Does the mother work outside the home? 2. Does the father work? 3. Do the children assume daily or weekly jobs at home? 4. Do the older children earn extra money for jobs outside the home? 5. Is the family member satisfied with the role he plays in the family?	Zolotow, Charlotte. If It Weren't For You. 49 East 33rd Street, New York, New York 10016: Harper and Row, Publishers, Inc., 1966.	With younger children, use pictures of family members and pictures of activities in which they are engaged. Have each child match those that show his family, in order to demonstrate the inter-changeability of the family roles.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Each member of a family has inter-changeable roles.	I,A-G. Construct a "My House and My Family" folder by folding a piece of drawing paper in half and cutting it in the shape of a house. Draw and color the front and back of "My House" to match the child's dwelling. Put in windows, doors, and decorations for the outside of the house. Open the folder and draw a picture of the family members "inside" the house. Display "houses" and have the child discuss his house and the family members.	


FOLD
Place the title where the child wishes.
My House and My Family
father
sister
outside (cover)
inside

II. Definition of one's role as a member of a family. A. Duties B. Responsibilities C. Aspirations	II,A-B. Display various pieces of equipment which mothers or fathers may use in their work at home or on the job. If the equipment is not available, substitute pictures. This activity is designed to show that mothers and fathers may assume different roles in different families. Have the child match the equipment or pictures with picture cards which include the names of family members. Use pictures of different ethnic groups. Following this activity, hold a group discussion about the possible conclusions which the children may draw. Example: sameness of the roles and inter-changeability of the roles.	Gelb, Donald L. What Will I Be From A to Z. Chicago, Illinois: National Dairy Council, 1967. (Note: Free copies) Robert's Family at Home. From Robert and His Family (Series). Filmstrip (1), Record (1), Guide. $11.00. Time: 8 min. Color. Producer and Distributor: Society for Visual Education, Inc., Singer Education Division, 201 East 50th Street, New York, New York 10022, 1974.

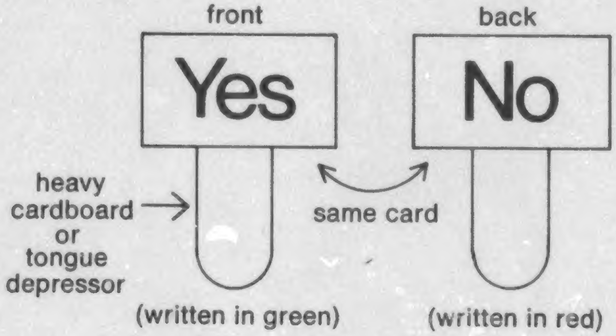
CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Each member of a family has inter-changeable roles.	II,C. Collect materials for "Aspiration Prop Boxes." Supply each box with appropriate materials for the chosen occupations. Provide materials that are child-sized. Role play chosen occupations. Provide materials that are child-sized. Example: 1. Hairdresser 2. Doctor 3. Coal miner.	
III. Self-evalation of one's roles as a member of a family A. Acceptance of one's responsibility B. Satisfaction with one's roles C. Interaction with other family members	III,A-C. Role play various members of the family concerning the responsibilities of each member and the interaction with other family members. III,A-C. Prepare a set of interview questions. Have each child interview members of his family concerning their supporting roles. When the children return the questions, compile the answers and share the results with the class. Use a bulletin board for portraying the results on a simple bar graph.	Buckley, Helen. Grandmother and I. 105 Madison Avenue, New York, New York 10016: Lothrop, Lee and Shepherd Co., 1966. Merriam, Eve. Boys and Girls, Girls and Boys. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart and Winston, Inc., 1972. Scott, Ann Herbert. Sam. 1221 Avenue of the Americas, New York, New York 10020: McGraw-Hill Book Co., 1967. Udry, Janice May. What Mary Jo Shared. 560 West Lake Street, Chicago, Illinois 60606: Whitman, Albert and Co., 1966.

LEVEL I -- THEME I: FOUNDATIONS FOR EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 6: Given a variety of materials, the learner will be able to demonstrate how he depends on others to satisfy his basic needs.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Every human being has the same basic needs and every human being is dependent upon others for the complete satisfaction of these basic needs. I. Identification of general basic needs A. Physical B. Emotional C. Other	I,A-C. Identify a "want" as something you would like to have. Identify a "need" as something you must have to live. Have the children name something they want. List these on the chalkboard. Do the same for needs. Scramble the "wants" and "needs" columns together. Have the children place the words in one of the two lists according to their classification of wants or needs. (Pictures may be substituted for words.) Have them take the lists home to show their parents. As a follow-up activity, the parents may write their lists and send them to the school for class discussion.	A Boat Named George from Getting to Know Me: Self-Concept Series. Filmstrip (1), Record (1). $15.50. Time: 3 min. Color. Producer: OED Productions. Distributor: Singer Education Division, 201 East 50th Street, New York, New York 10022, 1974.	Have each child identify the basic needs of life by preparing a booklet on human needs. Use either original drawings or cut-out pictures. Examples. 1. Clothing 2. Shelter 3. Food 4. Air 5. Water
	I,A-C. Use pictures from the following sources to show different ethnic and age groups eating. Families and Their Needs Silver Burdett. Families and Social Needs Laidlaw. Have the children discuss the pictures using questions, such as: 1. What is happening in the picture? 2. What are the people eating? 3. Can you compare this situation with your own? 4. Which things in the picture seem to be familiar to you? Which things are different?		Each student will demonstrate how he is dependent upon others to satisfy his needs by painting pictures of the people who help him. To emphasize interdependence, have the children make a wire mobile using string to attach the paper drawing, thus emphasizing the connection. One mobile might include: 1. Parents 2. Pets 3. Best friend 4. Teacher 5. Grocer

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Every human being has the same basic needs and every human being is dependent upon others for the complete satisfaction of these basic needs.	Following the discussion, have each child draw a picture to illustrate something of interest to him. Children may write sentences to accompany the pictures. Arrange the pictures in booklet form; have the children select a title and design a cover. Place the booklet in the library corner or share it with another class. I,C. Explore your surrounding areas for possible resources that will promote aesthetic growth. Example: 1. Commercial children's shows 2. Museums 3. Children's theatre 4. Festivals 5. Art shows 6. Parks 7. Human resources	Bendick, Jeanne. A Place To Live. 52 Vanderbilt Avenue, New York, New York 10017: Parents' Magazine Press, 1970. Freeman, Don. Corduroy. 625 Madison Avenue, New York, New York 10022: The Viking Press, 1968. King, M. Frederick; Nichol, William T. and Sloan, Margaret A. People and Their Needs. Thatcher and Madison Streets, River Forest, Illinois 60305: Laidlaw Brothers, Division of Doubleday and Co., Inc., 1970. (Picture Study Kit)
II. Identification of specific needs A. Understanding and evaluating personal needs Example: The need to sleep and the need to eat B. Satisfying basic needs according to different individuals and their lifestyles	II,A. Develop the understanding that all living things eat and sleep. Give each child a response card with *yes* on one side and *no* on the other. Have him hold up the appropriate response for the following situations: 1. Snakes eat - snakes sleep 2. Trains eat - trains sleep 3. People from China eat - people from China sleep 4. Tables eat - tables sleep 5. Books eat - books sleep 6. Girls eat - girls sleep 7. English people eat - English people sleep 8. Spanish people eat - Spanish people sleep 9. Cats eat - cats sleep 10. We eat - we sleep Have the children discuss the reasons for their answers.	 front Yes back No heavy cardboard or tongue depressor same card (written in green) (written in red)

CONTENT

Every human being has the same basic needs and every human being is dependent upon others for the complete satisfaction of these basic needs.

1. Land influences-types of shelter
2. Ethnic environment-types of food, methods of eating, and mode of dress

LEARNING ACTIVITIES

II,B. Have the child draw his home. Mount the pictures and make a display showing the different types of housing. Compare the types. They might include:
1. Townhouses
2. Single family dwellings
3. High rise apartments
4. Row houses
5. Others

II,B. Make murals of different types of neighborhoods. Example:
1. Inner city
2. Rural
3. Urban
4. Suburban

II,B. Use various materials (boxes, blocks) to construct different types of dwellings.
1. Townhouse
2. Apartment
3. Farm
4. Single family dwelling

II,A,B. Have the children make the following cut-outs:
1. Their sleeping room at home - their eating room at home
2. A place where they have slept or eaten other than their own home.

Display the cut-outs with labels. Use this for vocabulary development. Children may invite others to visit the room to see the display.

II,B. Use National Geographic magazines or other sources to display different types of terrain to show how the land influences the type of shelter.
1. Desert
2. Forest
3. Swamp
4. Grassland
5. Mountain area
6. Ocean
7. Snowy area

MATERIALS/RESOURCES

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Every human being has the same basic needs and every human being is dependent upon others for the complete satisfaction of these basic needs.		
III. Identification of interdependence among people A. People on whom one relies to satisfy his wants and needs 1. Family 2. Friends 3. Neighborhood people 4. Workers in the community B. Ways in which people help 1. Services 2. Recreation	III,A,B. Have each child make a list of his activities for one day. Example: 1. Woke up 2. Ate breakfast 3. Read the comics 4. Watched TV 5. Walked to school 6. Worked at school 7. Ate lunch 8. Walked home 9. Played ball 10. Ate dinner 11. Did homework 12. Played a game 13. Went to bed Share these lists with the class. Have the children name as many people as they can who made it possible for them to have the various experiences during the day. Example: Ate lunch: Grocer, cafeteria worker, teacher, custodian Played ball: Coach, Dad, teammates, umpire, people in stands, people who maintain grounds.	Robert and Father Visit the Zoo from Robert and His Family. (series) Filmstrip (1), Record (1), Guide (1). $11.00. Time: 8 min. Color. Producer and Distributor: Society for Visual Education, Inc., Singer Education Division, 201 East 50th Street, New York, New York 10022, 1974. Robert Goes Shopping from Robert and His Family. (series) Filmstrip (1), Record (1), Guide (1). $11.00. Time: 8 min. Color. Producer and Distributor: Society for Visual Education, Inc., Singer Education Division, 201 East 50th Street, New York, New York 10022, 1974. Robert's Family and Their Neighbors from Robert and His Family. (series) Filmstrip (1), Record (1), Guide (1). $11.00. Time: 8 min. Color. Producer and Distributor: Society for Visual Education, Inc., Singer Education Division, 201 East 50th Street, New York, New York 10022, 1974. King, M. Frederick; Nichol, William T. and Sloan, Margaret A. People and Their Needs. Thatcher and Madison Streets, River Forest, Illinois 60305: Laidlaw Brothers, Division of Doubleday and Co., Inc., 1970.

LEVEL I -- THEME I: FOUNDATIONS FOR EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 7: Given a situation which involves the interaction of individuals in a group, the learner will demonstrate his responsibility to man and his environment by responding as an individual and by interacting as a responsible member of the group.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Persons respond to each other and to their environment both as individuals and as group members. I. Specific tasks A. Classroom responsibilities B. Sports activities II. Identification of one's role in relationship to the total group A. Home B. School	I,A. List classroom responsibilities. Discuss the importance of cooperation to carry out these jobs. Example: 1. Leading opening exercises 2. Distributing or collecting work items 3. Serving as game leader 4. Handling equipment 5. Participating as a member of a group I,A,B. Identify various groups both within and outside the classroom. Example: 1. Interest group 2. Cub Scouts 3. Brownies 4. Little League 5. Other Discuss the reasons for belonging to these groups. TEACHER: I,B,II,A,B. Take informal snapshots or slides of children around the home and school. Display these; have the children react and discuss the behavior shown. Take a series of candid or posed pictures of "do's" on the playground, in the cafeteria, and in the classroom. Encourage the children to bring snapshots from the home. Create a narration or a bulletin board display to accompany the pictures. Present the narration to another class using the display to guide the discussion. After (continued)	Strike Three! You're In! from Getting To Know Me: Self-Concept Series." Filmstrip (1), Record (1) $15.00. Time: 4 min. Color. Producer: QED Productions. Distributor: Singer Education Division, 201 East 50th Street, New York, New York 10022, 1974. Keats, Ezra Jack. Goggles. 866 Third Avenue, New York, New York 10022. Macmillan Co., 1969.	Have each child participate in a group or team activity to demonstrate the interdependence of people. Possibilities may include: 1. Charades 2. Relay races 3. Kick ball 4. Tug of War 5. Group mural Participation in these activities should enable the child to respond as an individual and as a responsible member of a group. These questions will assist in the evaluation: 1. Could I perform this activity better by myself? 2. Am I working toward the same goal as my teammates? 3. How can I reach my goal? Establish a "classroom community" with classroom leaders, citizens, rules for

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Persons respond to each other and to their environment both as individuals and as group members.	the discussion, set up standards of behavior with the group. Have the children relate how they think the people feel who are involved in the pictures.	Aliki. A Weed Is a Flower: The Life of George Washington Carver. 70 Fifth Avenue, Englewood Cliffs, New Jersey 07632: Prentice-Hall, 1965. (III,A.B.)	obeying, class stores, class recreation facilities, class penalties for disobeying rules, class jobs, and have each child assume a role in the on-going activities of the community.
III. Importance of contributing to the total group A. Creativity enhanced B. Quality of work improved	III,A,B. Have the children listen to the story about the life of George Washington Carver and then have groups perform a simple experiment with peanuts. Example: Make peanut butter in a blender with 2 cups of toasted peanuts in the shell, 2 tablespoons salad oil, salt to taste. Let the children shell the peanuts, allowing enough extra for them to eat. Put the peanuts through the blender. If a hand-style meat grinder is used, it may be necessary to put the peanuts through twice. Add the oil and the salt.	Zemach, Harve. Nail Soup. 1010 West Washington Boulevard, Chicago, Illinois 60607: Follett Publishing Co., 1964. (III,A.B.) Croft, Doreen J. and Robert D. Hess. An Activities Handbook for Teachers of Young Children, pp. 178 and 184. One Beacon Street, Boston, Massachusetts 02107: Houghton Mifflin Co., 1972. (III,A,B. Teacher)	Elect *Class and Community Leaders* Example: Mayor-Class President Community Coach-In charge of balls and jump rope Community Song Leaders
	TEACHER: III,A,B. Make "Nail Soup." Have the children listen to the story, "Nail Soup." Allow the children to choose committees for making the soup. To make delicious "Nail Soup," use your favorite vegetable soup recipe and one sterilized nail for added flavor and excitement.	Lisker, Sonia O. I Can Be. 10 East 40th Street, New York, New York 10016: Hastings House Publishers, Inc., 1972. Wright, Mildred Whatley. Sky Full of Dragons. Box 2028, Austin, Texas 78767: Steck-Vaughn Co., 1969.	Traffic Controllers-Line Leaders Veterinarian and Botanist-Pets and Plants Paper Supplier-Paper passer Electrician-Films and Filmstrips Librarian-Books Resident Artist-Paints, Scrapbag, Art Supplies Postman-Messenger *Community* Welcoming committee-Attendance, lunch count or money Sanitation Inspectors-Floors, Dust, and Trash

LEVEL I — THEME I: FOUNDATIONS OF EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 8: Given a variety of natural phenomena, the learner will be able to identify these phenomena through verbal and non-verbal communication.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Individuals utilize both verbal and non-verbal methods of communication. I. Identification of a variety of non-verbal methods of communication A. Facial expression B. Gestures C. Body language	I,A-C. Utilize the Bowmar Kit (see resource).	Bowmar Kit. Wood, Lucille. Rhythms to Reading Kit. 12 Books, 12 Records, Songbook. $128.90. Cassette Edition $139.70. 292 Madison Avenue, New York, New York 10017: Bowmar Publishing Corp., 1972. (I,A-C.)	After being presented with the following phenomena, have each child identify his answers verbally: 1. A flower blooming 2. A cloud bursting 3. The sun shining 4. The wind blowing 5. A hungry bear 6. A landslide 7. A tree losing its leaves 8. A butterfly emerging from its cocoon 9. A chicken hatching 10. A worm crawling.
	I,A-C. Study and use the basics of the sign language of the American Indian. Allow each child to choose an Indian name which he can dramatize. Example: 1. Little Bow 2. Running Deer.	Ets, Marie Hall. Talking Without Words. 625 Madison Avenue, New York, New York 10022: The Viking Press, 1968.	
	I,A-C. Play the game "Who or What Am I?" Pantomime a person or thing and have the group guess who or what it is. Example: 1. Who - Policeman directing traffic 2. What - Train going up and down a steep hill (see resource).	In the Park. Marcel Marceau. Time: 16 min. Film-Enoch Pratt Central Library, Cathedral Street, Baltimore, Maryland 21201.	Express the above phenomena non-verbally, using the following criteria: 1. Facial expression 2. Hand and body gestures 3. A variety of movement.
	I,A-C. Communicate with a friend or a group using only pantomime. Use the following situations: 1. Being stung by a bee 2. Going to bed reluctantly and finding diversions along the way 3. Trying to get a cookie from a cookie jar without being discovered 4. Falling into a mud puddle while wearing a new outfit.	Piper, Watty. The Little Engine That Could. 1055 Bronx River Avenue, Bronx, New York 10472: Platt and Munk, Inc., 1954.	
		Charlip, Remy and Mary Beth, and Ancona, George. Handtalk: An ABC of Finger Spelling and Sign Language. 52 Vanderbilt Avenue, New York, New York 10017: Parents' Magazine Press, 1974.	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Individuals utilize both verbal and non-verbal methods of communication. II. Identification of different ways for using verbal communication within the home and the school environment A. Directions and instructions B. Reading	TEACHER: IIA,B. Show the children one aspect of the Japanese culture through the use of origami-paper folding. Give the children instructions to create a simple object. Provide the child with written instructions (pictures or words) to enable them to create a simple folded paper object.	Listen, Jimmy! from Getting To Know Me: Self-Concept Series. Filmstrip (1), Record (1). $15.50. Time: 4 min. Color. Producer: QED Productions. Distributor: Singer Educational Division, 201 East 50th Street, New York, New York 10022, 1974. Saulnier, Karen Luczak. Questions and More Questions in Signed English. 7th and Florida Avenue, Northeast, Washington, D.C. 20002: Gallaudet College Press, 1973. Hautzig, Ester. In the Park: An Excursion in Four Languages. 866 Third Avenue, New York, New York 10022: The Macmillan Co., 1968. Lubell, Cecil and Winifred. Picture Signs and Symbols. 52 Vanderbilt Avenue, New York, New York 10017: Parents' Magazine Press, 1972. Collins-Ahlgren, Marianne. Night-Day-Sleep-Play: A Bank of Opposites in Signed English. 7th and Florida Avenue, Northeast, Washington, D.C. 20002: Gallaudet College Press, 1974.

LEVEL I -- THEME I: FOUNDATIONS OF EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 9: Given an activity which emphasizes different colors, the learner will be able to demonstrate the importance of color differences.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Color has a significant impact upon the lives of individuals.	I. Compare black and white photographs with color photographs. Discuss the relative merits of each type. Which type is more appealing? Why?	Colors of Man Kit. Readiness Picture Book (1), Spirit Master (1 box), Skin color crayons (12 boxes of 12 crayons each). Study prints (12), Booklets (5), Teacher's Guide (1). Color. $22.95. Producer: 1727 South Indiana, Chicago, Illinois 60616: Afro-American Co., Inc. Distributor: 1345 Diversey Parkway, Chicago, Illinois 60614: Singer Educational Division.	Demonstrate that color differences are important in our lives by painting faces with features on them. Use different combinations of white, pink, red, yellow, and brown paints to show various skin colors.
I. Evaluation of a world with "color" as opposed to a world with "sameness" in the color of all things	I. Draw pictures of birds, trees, and other objects in nature. Use colored chalk to fill in the outlines. I. Make a handprint table covering. Directions: 1. Obtain two or three yards of unbleached muslin or plain white material. 2. Have a large selection of finger paint colors available. 3. Instruct each child to place each hand into a different color of finger paint and, then, to make handprints on the materials. 4. Write or have each child write his name beside his handprints. 5. Drape the covering over a table and display the project in an appropriate section.	People Are Like Rainbows. Filmstrip from Getting To Know Me: Self-concept Series. Filmstrip (1), Record (1). $15.50. Time: 4 min. Color. Producer: QED Productions. Distributor: Singer Education Division, Chicago, Illinois, 1974.	
II. Color as an outward manifestation of an inward feeling	II. Discuss happy, sad, and other mood-producing colors. Example: 1. Red - angry, hot 2. Yellow - sunny, happy 3. Blue - quiet, sleepy A chart or chalkboard using colored media, such as crayons, magic markers, chalk, and paint may be used to record the children's responses.	Radlauer, Ruth and Ed. Colors. From Early Childhood Series, Part III. Record: $1.99. Hardback cover book: $3.24. 622 Rodier Drive, Glendale, California 91201: Bowmar Publishing Corp., 1968.	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Color has a significant impact upon the lives of individuals.	II. Listen to different tempos of music, such as marches, blues, jazz, polka, tango, and bolero. Use finger paint or crayons to express the mood of the rhythm.	Purdy, Susan. If You Have a Yellow Lion. East Washington Square, Philadelphia, Pennsylvania 19105: J. B. Lippincott Co., 1966.
III. Variety in skin color as a source of pride	III. Explain why people have differences in skin color. (Amount of melanin in the skin) Discuss the importance of the skin for all individuals regardless of pigmentation. Example: 1. Serves as a protective covering for the body. 2. Helps in the regulation of body temperature. (See resource)	Reiss, John J. Colors. 2 Overhill Road, Scarsdale, New York 10583: Bradbury Press, Inc. 1969. Bend, Jean Carey. Brown Is a Beautiful Color. 845 Third Avenue, New York, New York 10022: Watts, Franklin, Inc., a subsidiary of Grolier, 1969. Adoff, Arnold. Black Is Brown Is Tan. 10 East 53rd Street, New York, New York 10022: Harper and Row, Publishers, Inc., 1973. O'Neil, Mary. Hailstones and Halibut Bones. Time: 6 min. Color. Producer: Sterling Educational Films, Inc. Distributor: Doubleday and Co., 277 Park Avenue, New York, New York 10017.

LEVEL I -- THEME II: ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

Instructional Objective 1: Given information about ways in which various groups of people in the United States differ from one another, the learner will be able to explain the term "ethnic group."

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Every person in the United States is a member of an ethnic group.	TEACHER: I,II,A-F. Write a letter to the parents and ask them to talk with their child about his ethnic background. Request them to send the name of their ethnic group to the class by the child. With this information, compile an identification chart to show the child's name and his ethnic background. In many cases, the ethnic background could be a combination of heritages, such as Scotch-Irish, English-Italian, or others.	Anderson, P.S. and Folsom-Dickeson, W.E.S., Living Together in America. 8500 North Grove, Elgin, Illinois 60120: David C. Cook Publishing Co., 1973. Look About You. Parts I, II. Filmstrips and records. Producer: Guidance Associates, Pleasantville, New Jersey 10570. Distributor: Harcourt Brace Jovanovich, Inc.	Give the child a group of 12 pictures which clearly depict clearly of several ethnic groups. (The ethnic groups may be distinguished by dress and/or physical characteristics.) The child will explain the term "ethnic group" by classifying the pictures so that all the pictures that belong to each ethnic group are placed together.
I. Ethnic groups in America include: A. American Indians B. Black Americans C. European Americans D. Spanish Americans E. Oriental Americans F. Jewish Americans	I,II. Use the same information concerning the child's ethnic heritage for a major activity. Make stickpin flags using the child's name and then, using a globe or a large flat surface, help the child to locate a place for his flag which represents his ethnic background. For the child who does not have this information, his flag can be located in Maryland. To reinforce further the idea of "ethnicity," make the stickpin flags to represent the actual country inhabited by each child's ancestors. Thus, each child has a unique object with which to identify.		Also, the child will explain orally what his ethnic group is in order to demonstrate his additional knowledge of the term "ethnic group."
II. Some ethnic groups are distinguishable by race; however, there are many people of multi-ethnic backgrounds. A. Oriental Mongoloid B. Negroes C. Caucasians	TEACHER: I,II. Invite a series of resource visitors representing different ethnic groups to visit the class for the purpose of interacting with the children.		

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Every person in the United States is a member of an ethnic group.	The visitor could share ethnic stories; show and demonstrate types of clothing which would be peculiar to that ethnic group; demonstrate and teach the children dances, songs, and games of each ethnic group. The visitors could also help the children locate on a globe or wall map the countries from which they draw their ethnic heritage. TEACHER: I,II. Give the children magazines, such as Ebony and National Geographic. Have them cut out pictures which clearly show people of the various races. Have the children paste these pictures on a large cutout map of the United States to indicate that our country is a mosaic of all cultures.	

LEVEL I -- THEME II: ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

Instructional Objective 2: Given information concerning the life styles within various ethnic groups, the learner will be able to distinguish one ethnic group from another.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Each culture has its own learned attitudes and activities which help to shape the behavior patterns of that group. I. Media for exhibiting life styles of ethnic groups A. Neighborhoods B. Ethnic newspapers C. Ethnic movies D. Ethnic radio and TV programs	I,A-D. Take a bus trip to Baltimore City in order for the children to see such places as "Little Italy," the Chinese section of town, and the American Indian Study Center on South Broadway. Point out to the children the store signs and restaurant signs, many of which are in the language of a particular ethnic group. If time permits, make arrangements for the children to visit the shops, restaurants, bakeries, synagogues, or other places for the purpose of seeing and, perhaps, tasting ethnic foods and for interacting with the people at these locations. Provide for follow-up activities, such as composing chart stories, drawing pictures, making ethnic dolls, role playing, and listening to tapes recorded while visiting in these neighborhoods. I,A-D. Assemble activity centers each of which focuses on one ethnic group. Place toys, storybooks, records, tapes, pictures, filmstrips and previewers, easy maps, and a globe in each center. Locate on the globe or map the places where the toys were made. Find ways to share the information which has been learned.	Bannon, Laura. The Gift of Hawaii. 560 W. Lake Street, Chicago, Illinois 60606: Albert Whitman and Co., 1961. Sonnelorn, Ruth A. Friday Night Is Papa Night. 625 Madison Avenue, New York, New York 10022: Viking Press, Inc., 1972. Clifton, Lucille. The Boy Who Didn't Believe in Spring. 201 Park Avenue, New York, New York 10017: E.P. Dutton and Co., Inc., 1973. Bulla, Clyde. Indian Hill. 201 Park Avenue South, New York, New York 10003: Thomas Y. Crowell Co., 1966. Gurfalconi, Ann. City Rhythms. 4300 West 62nd Street, Indianapolis, Indiana 46268: Bobbs-Merrill Co., 1965.	Give the child items which are traditionally considered related to a particular ethnic group, such as rice and chop sticks-Japanese. Have the child distinguish orally one group from another by telling which ethnic group would use specific items. Use this procedure to distinguish several ethnic groups. Other items to use may include: 1. Afro pick (comb)-African 2. Bolero jacket-Mexico 3. Kilt-Scotland 4. Yamalke (Skull Cap)-Jewish 5. Kimono-Japan 6. Wooden shoes-Holland 7. Silver and Turquoise jewelry-American Indian 8. Matador's cape-Spain 9. Sari-India 10. Pinata-Mexico 11. Newspaper-Chinese, Jewish, Italian 12. Dashiki-Africa 13. Others

CONTENT

Each culture has its own learned attitudes and activities which help to shape the behavior patterns of that group.

II. Items used for distinguishing different life styles of ethnic groups

A. Clothing

B. Accessories

C. Housing

LEARNING ACTIVITIES

I,A-D, II,A-C. Collect artifacts from various cultures for a cultural fair. Example:

Linen-Ireland	Toys-Germany
Dolls-Japan	Clocks-Switzerland
Wool-England	Bongo-drums-Africa

Invite other classes to the fair to see the exhibits and to listen to a brief explanation, either taped or live.

TEACHER:

I,B. Provide the children with the opportunity to examine various ethnic newspapers, such as The Jewish Weekly, The Jewish Daily Forward, The Afro-American, a Chinese newspaper, and others.

Show the children that some newspapers in our country are written in languages other than English. Have the children copy some of the Yiddish or Chinese words. Show the pictures and comic strips from the newspapers and have the children compare these pictures with others from newspapers, such as the Baltimore Sun, News American, or other papers.

MATERIALS/RESOURCES

Hoff, Syd. Roberto and the Bull. 330 West 42nd Street, New York, New York 10036: McGraw-Hill Book Co., 1969.

Vaura, Robert. Anna and Dula. 757 Third Avenue, New York, New York 10017: Harcourt Brace Jovanovich, Inc., 1966.

Vaura, Robert. Felipe, the Bullfighter. 757 Third Avenue, New York, New York 10017: Harcourt Brace Jovanovich, Inc., 1967.

Vaura, Robert. Pizarro. 757 Third Avenue, New York, New York 10017: Harcourt Brace Jovanovich, Inc., 1966.

Fire Families Series. Filmstrips (4), Records (4). Producer: Scholastic Magazines, Inc. Distributor: Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614, 1972.

Spatafora, Jack B. Interaction of Man and Man. 8255 Central Park Avenue, Box 7600, Chicago, Illinois 60680: Rand McNally and Co., 1969.

Families Are Different Series. Families in Action: New Social Studies Level I. Eye Gate House, Jamaica, New York 11435, 1971.

Five Children: A Cultural Awareness Sound Filmstrip Program for Early Childhood. Filmstrips(5), Cassettes (5). Color. Producer and Distributor: Scholastic Magazines, Inc., 50 West 44th Street, New York, New York 10036, 1972.

LEVEL I -- THEME II: ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

Instructional Objective 3: Given examples of ethnic group interaction, the learner will be able to describe the ways in which ethnic groups live together as members of the large American culture, yet retain their individuality.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
In the United States, a multiplicity of cultural groups live together and form a cultural mosaic. I. Cultural groups live together A. With ethnic tolerance between people and groups 1. Playing together 2. Working together	I,A. Exchange pen-pal letters with a class from a school with a different ethnic background. Make arrangements to visit the pen-pal class. Play games together, do some type of work activity, such as art in small mixed groups and allow the children to have an opportunity to interact. Upon return to their own school, have the children share their experiences concerning ethnic tolerance or intolerance through discussions and written accounts. The teacher will help the children to relate their experiences of ethnic groups living together in our country.	People We Know, Part I. Filmstrip and Record. Color. Guidance Associates, Pleasantville, New York 10570: Distributor: Harcourt, Brace, Jovanovich, Inc. Keats, Ezra Jack and Pat Cherr. My Dog Is Lost! 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co., 1960.	Describe the ways in which ethnic groups live together in a cultural mosaic and retain their ethnic individuality by having the child contribute a picture story to two class booklets, one entitled, "People Play Together" and the other entitled, "People Work Together." This activity should involve much interaction between the child and the teacher. The child will dictate a story to the teacher and show in his picture people of different ethnic groups working or playing together.
B. With ethnic intolerance between people and groups 1. Name-calling 2. Fighting 3. Showing poor sportsmanship	II,A-B. Arrange a trip to a market place, such as Lexington Market in Baltimore City to see and compare the settings of different ethnic groups. Make a class purchase based on a group decision. II,C. Invite a parent or grandparent to teach a song, to tell a story, or to recite a simple verse in a language other than English.	Robert and His Family. Filmstrips 1-Robert's Family at Home (8 min.) 2-Robert's Family and Their Neighbors (8 min.) 3-Robert Goes Shopping (8 min.) 4-Robert and Father Visit the Zoo (8 min.) Color $32.50 1974.	

(continued)

CONTENT	LEARNING ACTIVITIES	ASSESSMENT
In the United States, a multiplicity of cultural groups live together and form a cultural mosaic. II. Cultural groups retain their ethnic individuality A. By living together in neighborhoods B. By operating ethnic businesses 1. Stores 2. Restaurants C. By parents and ethnic schools teaching their children 1. Ethnic language 2. Traditions and customs	II,C. Learn some songs or poems in French, Spanish, German, Japanese, or other languages. II,C. Listen for words in other languages that are similar to the words you know and recognize. Make a list of these.	Example: 1. Participating in or watching a baseball game 2. Riding on a bus 3. Constructing a community The ideas that each child expresses orally are an important part of assessment, as well as the content of the drawing.

LEVEL I -- THEME II: ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

Instructional Objective 4: Given the background and cultural origins of various ethnic games, the learner will be able to name, play, and create different and similar childhood activities.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Sharing childhood activities brings children of different backgrounds closer together. I. Children everywhere play games A. Indoor games B. Outdoor games C. Games for specific days or holidays	I,A,B. Provide examples of games which are played by all children everywhere. Have the children participate in the following: *Jump rope*: Rhymes which may be used include: JUMP AROUND THE WORLD By Sharon Friedman (Sung to the tune of "Row, Row, Row, Your Boat.") Jump, jump, jump the rope All around the world Slowly go Quicker now Fun for boys and girls. *Jacks*: Instead of using regular jacks, have the children play games using a ball and beads, seashells, stones, fruit or flower seeds. *Baseball*: Baseball is played in many areas of the world. Note: Japan has a Little League. Allow the children to participate in a baseball game and then pose the following questions to them: 1. Could this game be played in a different location in another land? 2. Could you play this same game and use equipment other than a bat, ball, or a mitt? 3. Can you think of a place or land where you *could not* play this game. Why? 4. Why is this a good game for practicing working together? (continued)	Hunt, Sarah Ethridge. Games and Sports Around the World. 79 Madison Avenue, New York, New York 10016: The Ronald Press, 1964.	Divide the children into small groups. Each group will choose a leader who will name an ethnic game, establish the rules, and participate in the game. Use the same procedure until each member of the group has assumed a leadership role selecting different games. (continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Sharing childhood activities brings children of different backgrounds closer together.	*Checkers*: For a change use objects other than checkers on the boards, such as counting cubes, or bottle caps.		Maintain the same groups, but this time give each group a riddle about a certain holiday! For example: This day comes once a year. On this day, you may get a present. Also, you may eat a cake. What holiday is it? Birthday!! The answer should come from individuals within the group. Also, the person giving the answers is asked to name an ethnic culture to which the holiday is unique. In the case of the birthday, the answer is "All."
	I,C. Discuss how the various ethnic celebrations originated.		
	I,C. Make masks and costumes which are an important part of ethnic celebrations in many countries. Give each child two large paper bags. Using tempera paint and construction paper, have each child design a simple holiday costume and mask. Encourage him to design a costume which he would enjoy wearing and which would make him happy.		
	I,C. Plan a St. Patrick's Day Parade. Have the children wear green. Provide green construction paper for making hats and shamrocks for the children. Allow each child to make a green flag with his own special design on it. Attach twigs or sticks to the flags in order for the children to carry them.		
	I,C. Have the class construct a large papier-maché dragon. Obtain a recipe for papier maché paste. One variation: wallpaper paste mixed to a consistency of a thick cream soup. The dragon is representative of the Chinese New Year. Form the dragon from wads of newspaper made into a large ball. Add the features using empty oatmeal containers, empty paper towel rolls, egg cartons. Secure the containers by using strips of newspaper and papier-maché glue. Secure all parts of the dragon together by using (continued)		

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Sharing childhood activities brings children of different backgrounds closer together.	strips of paper and glue. Consult the art teacher or art manual for further directions. When the dragon dries, paint it with brightly colored paints. I,C. Make a Mexican pinata. Use a large paper bag. Fill it with candy, tiny favors, and other surprises. Tie the bag with a string. Cover it with glue and strips of colored tissue paper. Hang it from the ceiling. Have the children take turns batting it with a stick to break it open. When the pinata opens, the children may share the rewards according to the custom of Mexican children at holiday celebrations.	
II. Some similar games have different names	II,A-C. Have the children participate in games which are played in many cultures but which are given different names in different cultures.	
A. *Blindman's Bluff*-Africa *Tsoo-Tsoo*-China B. *Bag Racing*-Holland *Lame Chicken Race*-China *Kick a Stick*-American Indian C. *It*-Chasing games in many countries *Lion after Deer*-Africa *Wolf after Lamb*-Mexico	*Ta Mbele*-Africa. Pronounced *Tom Bailey*, the game is played like *Simon Says*. The children must perform the action only if Ta Mbelle (Simon Says!), "Do this." If he says, "Do that," the child must not perform the action. If he performs the action, he is out of the game. *Hand Clapping*. Performed in many cultures using different [illegible] for clapping accompaniment. Examples: 1. Records 2. Drums 3. Song by one person 4. Piano 5. Live orchestra or chorus Besides hand clapping, games may include finger snapping, knee smacking, foot tapping. *Blindman's Bluff*-Africa. Choose two children from the group. Have the other children stand in a circle. One child is "it." He picks up two sticks, moves to another area within hearing distance and begins to click his sticks. Another child is blindfolded and must try to find out the source of the clicking. (continued)	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Sharing childhood activities brings children of different backgrounds closer together.	The "Click" may move to another area to make things more difficult. When the "Blindman" reaches the clicker, two other children may be chosen. *Tsoo-Tsoo*-China-(Similar to *Blindman's Bluff*). Choose a child to be "it." Use a blindfold. That child is the "hen." The other children are scattered around and are known as "chickens." The "hen" tries to find the "chickens" and peck at them. The "chickens" make cackling sounds to let the "hen" know where they are. The "chickens" move about trying to keep from being "pecked," and at the same time trying to peck at the "hen." *Bowling*-Africa. Place any number of corn cobs at the end of a long narrow space. The children roll the ball and try to knock down the corn cobs. *Buffalo Bowling*-American Indian. Play a bowling game in which a ball is rolled across a huge buffalo robe. To play the game, have the children hit the ball with a stick and try to roll it all the way across a rug or a large piece of cloth. *Stone, Scissors, and Paper*-China, Japan. Play the game with pairs of children. The symbol for stone is a closed fist; for scissors-two straightened fingers (middle and index) pointing upward; for paper-five fingers extended outward. The children repeat the words "stone," "scissors," "paper" shaking their closed fists at each other. After repeating the words, they exhibit the symbol for one word. If one child shows scissors and the other paper, the "maker" of the scissors symbol may tap the other person on the wrist because scissors cut paper. Other possible combinations include: Stone and paper-paper covers stone Stone and scissors-stone breaks scissors Stone and stone-repeat Have the children learn the Chinese and Japanese words for	

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Sharing childhood activities brings children of different backgrounds closer together.	the game and play it using these words: China-Ching, Chang, Pok Japan-Jan, Ken, Pon	
	Bag Racing-Holland. Have each child stand in a burlap bag holding the sides of the bag with both hands. Race by jumping from the starting line to goal line.	
	Kick the Stick Relay-American Indian. Choose two teams of six or more children lined up in relay formation at a starting line. Place a crooked stick about 12 inches long in front of each team. The first player kicks the stick to the goal and back. The stick must be kicked along the ground, not in the air. The first player leaves the stick in front of the next player on his team. That player repeats the performance. The first team to have all its runners complete the course wins.	
III. Games and activities can be created by using a variety of materials	*Lame Chicken Race*-China. Place ten sticks on the ground arranged to resemble a ladder. The children must hop over each stick without touching any of the others.	
A. Seashells B. Beads	*Tag Games*-Mexico, Africa. Play the game with "it" as a lion which is chasing a deer (Africa) or "it" as a wolf chasing a lamb (Mexico).	
C. Stones D. Fruit or flower seeds	III. Give the children various objects, such as chalk, balls of varying sizes, eraser, egg timers, popsicle sticks, beads, sunflower seeds, string. Have the children create a game of their own using these materials.	
E. Coins F. Bottle caps G. Paper cylinders H. Ice cream sticks	III. Plan an exhibit of dolls from all over the world. Utilize the collections of parents, school personnel, and children to provide dolls for the exhibit. Label each doll according to its country of origin. After the children have observed the dolls for elements, such as color, style of clothing, type of materials used, and accessories, provide them with the following materials to make their own dolls:	
I. Others		

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Sharing childhood activities brings children of different backgrounds closer together.	1. Paper cylinders 2. Ice cream sticks 3. Small paper plates 4. Paint 5. Felt, yarn, rickrack 6. Material remnants 7. Construction paper 8. Pipe cleaners 9. Tagboard	

LEVEL I — THEME II: ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

Instructional Objective 5: Given the names of several ethnic personalities, the learner will be able to identify these people and to state the contributions which they have made to our cultural heritage.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Various ethnic personalities have made important contributions to our cultural heritage. I. Important personalities in the arts A. Seiji Ozawa Conductor of San Francisco Symphony Japanese B. Vikki Carr Singer Mexican American C. Gordon Parks Poet, Writer, Photographer Black American D. Roberta Flack Singer, Humanitarian Black American E. Doug Kingman Water color artist Chinese	I,II,III. Make an "Ethnic Personality of the Week" bulletin board. Choose one ethnic personality. Display a picture and collect information about this person. Encourage each child to contribute a statement or a picture representative of the personality. (Be certain to include the child's name.) I,II,III. Give the children riddles about famous members of ethnic groups. Example: "I am a very funny man. I am on TV I have a friend named Geraldine, Who Am I?" *Flip Wilson* Ask the children to guess the identity of the personality. Supply additional clues if necessary. Show a picture of the personality and then supply the answer. I,II,III. Use a primary typewriter to type stories about famous members of ethnic groups. Prepare a bulletin board and arrange the stories on it with a large picture of the person above each story. Use the stories in several ways: 1. As a reading lesson the children in a group may work with the teacher. 2. As a drawing and writing activity the child may copy a story and (continued)	Rudeen, Kenneth. Wilt Chamberlain. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co., 1970. Fall, Thomas. Jim Thorpe. 201 Park Avenue, South, New York, New York 10003: Thomas Y. Crowell Co., 1970. Giovanni, Nikki. Spin a Soft Black Song. 72 Fifth Avenue, New York, New York 10011: Hill and Wang, 1971.	Have each child identify ethnic personalities and state their contributions to our heritage. Use magazine pictures or photographs of people. Cut out only the faces of the people. From mail order catalogues, newspapers, and magazines, cut out bodies of ethnic personalities wearing all types of clothing. Mount on cardboard the face of the important person and "dress" the model in outfits from the second group of pictures. Famous people will be dressed in clothes that are not indicative of their profession. Example: 1. Sitting Bull dressed in dungarees. 2. Wilt Chamberlain dressed in a doctor's uniform. 3. Seiji Ozawa dressed in swimming trunks. (continued)

CONTENT	LEARNING ACTIVITIES	ASSESSMENT TASK
Various ethnic personalities have made important contributions to our cultural heritage. F. Buffy Sainte-Marie Folk singer American Indian G. Bill Cosby Entertainer, Educator Black American H. Nikki Giovanni Poetess Black American I. Sammy Davis, Jr. Entertainer Jewish Black American J. Nipsy Russell Entertainer, Poet Black American K. Barbara A. Mikulski Councilwoman Polish American	illustrate it. 3. As a game (with younger children), play a "guessing game." Read the story using all the words except the name of the personality. Allow the children to supply the name. 4. As a listening activity, use the tape recorder to record stories about people. Have the children listen to the tape and discuss it. An example of a typical story follows: *Jim Thorpe* He grew up on an Indian Reservation. He hunted, fished, swam, and roped horses. One of his ancestors was the great Indian Chief, Black Hawk. Jim Thorpe was a football star. He was also good in baseball, track, and many other sports. He has been called the greatest athlete in the world. *Note:* Alter the story, using appropriate vocabulary for your group.	Display the figures. Have the child identify the person and state one contribution which this person has made to our cultural heritage.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Various ethnic personalities have made important contributions to our cultural heritage.		
II. Ethnic personalities in sports		
A. Billie Jean King Tennis champion Caucasian		
B. Mark Spitz Olympic swimmer Jewish		
C. Jim Thorpe Olympic decathlon athlete American Indian		
D. Cathy Rigby Olympic gymnist Caucasian		
E. Miguel Cuellar Baseball player Cuban American		
F. Orlando Cepada Baseball player Puerto Rican		

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Various ethnic personalities have made important contributions to our cultural heritage. G. Hank Aaron Baseball player Black American H. Peggy Fleming Olympic ice skater Caucasian I. Wilt Chamberlain Basketball player Black American J. Wilma Rudolph Olympic track runner Black American K. Lee Trevino Golfer Mexican American		

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Various ethnic personalities have made important contributions to our cultural heritage.	III. Read a story about how the Indians taught the Pilgrims to make popcorn. Pop some popcorn! Suggested recipe: *Popcorn* Popcorn Oil Salt Melted butter (optional)	Croft, Doreen J. and Robert D. Hess. An Activities Handbook for Teachers of Young Children. New York: Houghton Mifflin Co., 1972. (III)
III. Other ethnic personalities representing achievements among minority people	Pour about 1/4 cup of oil into an electric popcorn popper (preferably the kind with a glass top so the children can watch). Add popcorn. Cover. Have bowls or baskets available so the children can salt small amounts of popcorn. Note: Alter according to the level. Write language experience stories about popcorn making.	
A. Dr. Martin Luther King, Jr. Civil Rights leader Black American	III. Make peanut ice cream. This activity correlates with the contributions of George Washington Carver who discovered many uses for the peanut.	
B. Massasoit Guide and Interpreter American Indian Chief	*Peanut Ice Cream*	
C. Daniel Inouye Politician Hawaiian	2 pints whipping cream 3 eggs 1 cup brown granulated sugar 1 cup white granulated sugar 3 tablespoons vanilla 1-1/2 quarts milk	
D. Albert Einstein Scientist Jewish	1 can (12 oz.) salted peanuts Procedure:	
E. George Washington Carver Scientist Black American	Cream sugar and eggs together thoroughly. Add the milk, cream, and vanilla, stirring constantly. Pour the mixture into the freezer can. (Note: The can should not be more than 2/3 full to allow for expansion). Place the freezer can of ice	

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CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Various ethnic personalities have made important contributions to our cultural heritage. F. George Meany Labor leader Irish American G. Leon Jaworski Lawyer Polish American H. Cesar Chavez Labor leader Mexican American I. Shirley Chisholm Politician Black American J. Bella Abzug Politician Jewish K. Barbara Jordan Politician, Lawyer Black American L. Miriam Hardy, M.D. Medical Scientist, lecturer Caucasian M. John Sirica Judge, lawyer Caucasian	cream mix in the tub of the ice cream maker. Set the top in place. Alternately add one cup of crushed ice and 1/4 cup of rock salt or table salt around the freezer can, until the ice and salt mixture comes to the lid of the freezer can. Start the mixing process or have the children take turns cranking, if a hand mixer is used. Do this for 20 minutes. Drain off the excess water from the tub; wipe off the cover to ensure that no salt is near the top; remove the dasher and add the peanuts which have been crunched in a plastic bag by using a rolling pin. Add the peanuts to the ice cream and stir. Replace the dasher carefully and recover. Repeat the churning and icing process for several minutes. Drain the excess water from the tub; remove the tub and clean the ice cream off the dasher. Plug the hole in the lid. Pack ice around the tub of ice cream. Cover the entire freezer with newspaper and let it chill for 30 minutes or more.	

LEVEL I --THEME II: ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

Instructional Objective 6: Given a variety of experiences, the learner will be able to demonstrate that many ethnic groups have contributed to America's rich cultural heritage.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
America has a rich cultural heritage. I. Musical instruments A. Band and orchestra instruments B. Instruments peculiar to an ethnic culture	I,II,III. Gain the understanding that music is expressed in many ways by different people. Provide the children with a large piece of bulletin-board backing. Divide it into sections and have the children depict the following activities, using either colored chalk, paint, crayons, or magic markers. 1. People singing 2. People dancing 3. People playing instruments 4. People dancing to music.	White, Ann Terry. Aesop's Fables. 201 East 50th Street, New York, New York 10022: Random House, Inc., 1964. Belting, Natalia M. The Long Tailed Bear and Other Indian Tails. 3 West 57th Street, New York, New York 10019: Bobbs-Merrill Co., Inc., 1961.	Demonstrate that many ethnic groups have contributed to America's rich cultural heritage by participating in an ethnic talent show. Since it would be difficult to display every aspect of an ethnic group's culture, a child may choose to do one or several of the following:
II. Ethnic dances A. Symbolic dances B. Dances for holidays or special days C. Dances for everyday entertainment	I,B. Make simple string, percussion, or wind instruments, such as rattle, thumb piano, drum, xylophone, whistle, flute, or wind chimes. Compare these instruments with known European, African, American Indian, and Oriental instruments. Make up songs to play, words to sing, and dances to be accompanied by the instruments.	Arnott, Kathleen, African Myths and Legends. 19 Union Square West, New York, New York 10003: Henry Z. Walck, Inc.,1963. Aliki. Three Gold Pieces. 201 East 50th Street, New York, New York 10022: Pantheon Books, Inc., 1967.	1. Do an ethnic dance 2. Prepare an ethnic food 3. Make and play an ethnic instrument 4. Sing a song from an ethnic group 5. Build a model of a house in another culture
III. Ethnic songs A. Folk songs B. Fun songs C. Action songs	II,A-C. Learn and perform in groups such dances as the following: Czech Polka Israeli Hora Mexican Hat Dance Greek Line Dance Hawaiian Hand Motions. Be sure to use authentic native music as an accompaniment. Have the children who know the dances of other ethnic origins	Ohivkumar, K. The King's Choice. 52 Vanderbilt Avenue, New York, New York 10017: Parents' Magazine Press, 1961.	6. Give instructions for playing an ethnic game 7. Recite a poem representative of an ethnic culture 8. Read to the class an ethnic folk or fairy tale

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CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
America has a rich cultural heritage.	teach them to the class or invite a resource person to visit the class and teach the dances.		9. Dress in an ethnic costume and describe the costume to the class
IV. Ethnic foods A. Ethnic foods eaten at the homes of children B. Ethnic foods from many cultures 1. Jewish 2. Spanish 3. Chinese 4. African 5. Indian 6. French 7. Others C. Ethnic holiday foods D. Ethnic eating habits	III,A. Use the song from the book A Treasury of Jewish Folksongs (see resource) "Hob Ich Mir A Kleynen Michalke" ("I've a Friend Called Michalke, Michalke"). This is a Jewish game song about children who play the part of members of an orchestra. The friend, Michalke, is the leader of the game. He chooses his friends to play the instruments. When he is selected, he walks around the ring of singing children who try to imitate him and his instruments. Jewish words and their translations are: Whistle--Fayfele Fiddle --Fidele Bugle --Trubetska Triangle--Tsimbele Drum --Daykele In the song, five instruments are mentioned. Add more, if desired. If the music for this song is not readily available, have the children chant the poem and play the game. If A Treasury of Jewish Folksongs is unavailable, have the children use the English words and insert the Jewish words for the names of the instruments.	Rubin, Ruth. A Treasury of Jewish Folksongs. 67 Park Avenue, New York, New York 10016: Schocken Books, Inc., 1964. (II, Teacher) Abisch, Kaplan. Mai-Ling and the Mirror. 70 Fifth Avenue, New York, New York 10011: Prentice-Hall, Inc., 1969. McCullar, Barbara and McCloskey, Susan. How the Porcupine Got His Quills: A North American Indian Folktale. Teacher's Manual (1), Tape cassette (1), 8" by 13" color study prints (4). Time: both sides of cassette tape-20 min. Color. Producer and Distributor: 1345 Diversey Parkway, Chicago, Illinois 60614: Society for Visual Education, Inc., Singer Education Division, 1973.	10. Have an art exhibit and display the projects.
V. Ethnic types of homes A. Mud homes B. Grass homes C. Tepees D. Snow huts E. Others			

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CONTENT

America has a rich cultural heritage.

- VI. Ethnic types of clothing
  - A. Dress according to occupation
  - B. Color and style of ethnic dress
  - C. Variation in materials of ethnic dress
- VII. Poetry and drama of ethnic groups
  - A. Haiku
  - B. Pantomime and mime
- VIII. Art of different ethnic cultures
  - A. Pictures of children around the world
  - B. Ethnic influences in the work of different artists
  - C. Use of art materials to portray ethnic elements

LEARNING ACTIVITIES

"I've a Friend Called Michalke, Michalke"

Chorus:

I've a friend called Michalke, Michalke, He lives on that long, long street. He can make most anything, and he makes me everything.

1. He makes for me a whistle, The whistle goes like this: Flu-flu-flu; flu-flu-flu, That is how the whistle goes.
2. He makes for me a bugle, The bugle goes like this: Tru-tru-tru; tru-tru-tru, This is how the bugle goes.
3. He makes for me a drum, The drum, it goes like this: Tarabam-bam-bam, Tarabam-bam-bam, This is how the drum goes.
4. He makes for me a fiddle, This is how the fiddle goes: Tidl-tidl, tidl-tidl, This is how the fiddle goes.
5. He makes for me a triangle, The triangle goes like this: Tsim-tsim, tsim-tsim, This is how the triangle goes.

III. Provide representative ethnic songs for group participation. Accompany the song with rhythm instruments, such as tamborines, wooden sticks, drums, bells, wooden blocks.

MATERIALS/RESOURCES

McCullar, Barbara and McCloskey, Susan. How Tal[illegible] the Elephant Got His Farm Back: A West African Folktale. Teacher's Manual (1), Tape Cassette (1), 18" by 13" color prints (4). Time: Both sides of cassette tape-20 min. Color. Producer and Distributor: 1345 Diversey Parkway, Chicago, Illinois 60614: Society for Visual Education, Inc., Singer Education Division, 1973.

"Indian Song" by Satis Coleman from R. Smith and C. Leonhard Discovering Music Together. Chicago: Follett Publishing Co., p. 54, 1968. (III, Teacher)

Spanish carol "Zumba Zumba" from R. Smith and C. Leonhard Discovering Music Together. Chicago: Follett Publishing Co., 1968. (III, Teacher)

McCullar, Barbara and McClosky, Susan. Mr. Rabbit, Mr. Snake, and the Egg That Wouldn't Break: A Puerto Rican Folktale. Teacher's manual (1), Tape Cassette (1), 18" by 13" color study prints (4). Cloth Puppet Hand Puppets (4). Time: Both sides of cassette tape-20 min. Color. Producer and Distributor: 1345 Diversey Parkway, Chicago, Illinois 60614: Society for Visual Education, Inc., Singer Education Division, 1973.

Sedgwich, Ursula. My Learn To Cook Book. 1220 Mound Avenue, Racine, Wisconsin 53404: Western Publishing Co., Inc., 1967.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
America has a rich cultural heritage. IX. Literature in ethnic cultures A. Folktales and fairytales B. Nursery rhymes C. Books which deal with children in different ethnic cultures	IV,D. Collect a variety of eating utensils used in various cultures. Have the children try using the different utensils with various foods. Example: 1. Chop sticks 2. Knives 3. Forks 4. Spoons-all types 5. Skewers 6. Sticks 7. Hammers 8. Mallets Note: Use fingers too.	Oliver, Elizabeth M. Black Mother Goose Book. 1014 Munsey Building, Baltimore, Maryland 21201: Maryland Publishing Co., Inc., 1969. ____________. The Real Mother Goose. 405 Park Avenue, New York, New York 10022: Rand McNally and Co., 1971. Sivulich, Sandra. I'm Going on a Bear Hunt. 201 Park Avenue, South, New York 10003: E.P. Dutton and Co., Inc., 1973.
	IV,A,B. Arrange to serve several different types of bread in class. Cut the bread into small pieces. Arrange on plates with butter for a tasting activity. Serve: pumpernickel, rye, Italian bread, French bread, bagels, matzos, corn bread, shortening bread, and raisin bread.	Carry, Helen Ward and Lathen, Levi. Black America-Yesterday and Today. 850 North Grove Street, Elgin, Illinois 60120: David C. Cook Publishing Co., 1969. Sheehan, Ethna. Folk and Fairy Tales From Around the World. New York: Dodd, Mead and Co., 1970.
	IV,A,B. Demonstrate that some foods are eaten worldwide but may be prepared differently according to a specific culture. Have the children prepare rice in class. Obtain recipes for the following: 1. Chinese fried rice 2. Wild rice 3. Spanish rice 4. Brown rice 5. Rice pudding 6. Rice creole 7. Kasha	Waldo, Myra. The Complete Round-the-World Meat Cookbook. Garden City, New York: Doubleday and Co., Inc., 1967. Atwood, Ann. Haiku: The Mood of Earth. 597 Fifth Avenue, New York, New York 10017: Charles Scribner's Sons, 1971. Wildsmith, Brian Mother Goose. 575 Lexington Avenue, New York, New York 10022: Franklin Watts, Inc., 1964.

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CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
America has a rich cultural heritage.	*Rice Cakes* 3 oz. butter or margarine 6 oz. marshmallows 8 oz. Rice Krispies Melt butter in a 3-quart saucepan. Add marshmallows-a few at a time-and cook over low heat. Add Rice Krispies and mix. Press the mixture into a buttered 12" x 9" pan. Refrigerate. Cut into squares and serve.	Wyndham, Robert. Chinese Mother Goose Rhymes. 110 East 59th Street, New York, New York 10022: World Publishing Co., 1968. Reesink, Maryke. The Golden Treasure. 200 Madison Avenue, New York, New York 10016: Oxford University Press, 1968.
	V,A-E. Construct a multi-ethnic community. Use a large table, or any available area. Use the following materials: tooth picks, twigs, grass, hay, poster board, leaves, sand pebbles, popsicle sticks, paints, and paper. Make different kinds of homes from these materials to place in the multi-ethnic community. Construct: 1. Mud homes 2. Grass homes 3. Tents or teepees 4. Log cabins	Translated. Pajaro-cu-cu: Animal Rhymes from Many Lands. 122 East 42nd Street, New York, New York 10017: Atheneum House, Inc., 1967. Behn, Harry. Cricket Songs: Japanese Haiku. 757 Third Avenue, New York, New York 10017: Harcourt Brace Jovanovich, Inc., 1964.
	VI. Draw or cut out pictures of a scene in a cold climate, or, if a child has lived in a year-round warm climate, have him make contrasting pictures of winter in both kinds of climates. Include appropriate clothing worn for the type of climate shown.	Baron, Virginia Olsen. The Seasons of Time, Tanka Poetry of Ancient Japan. 750 Third Avenue, New York 10017: Dial Press, Inc., 1968.
	VI,A-C. Show that hats worn by different people or upon different occasions vary in style and materials. Display the following: 1. African tribal head dress 2. Bamboo hat 3. Graduation hat-mortar board 4. Mexican hat 5. Beret 6. Yamalke-skull cap	Greenlee, Donna. Kachina Doll Coloring Book. Box C-210, Scottsdale, Arizona 85252: Fun Publishing Co., 1973.

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CONTENT

America has a rich cultural heritage.

LEARNING ACTIVITIES

7. Indian head dress
8. Bonnet
9. Turban
10. Helmet
11. Cowboy hat.

Provide the children with a variety of materials and allow them to make hats which they feel reflect their personalities. Examples: a football helmet, or a hat in the shape of a hot dog. Following is a list of materials to be used in hat making:

1. Construction paper
2. Straws
3. Tissue paper
4. Material remnants
5. Yarn, string
6. Felt
7. Buttons
8. Ribbon
9. Feathers
10. Cardboard
11. Rubber bands
12. Poster board
13. Masking tape/Scotch tape
14. Wire.

VI,A-C. Show how many people in different cultures create clothes from various things. Example:

1. Spanish goatherder wraps a blanket around his shoulders to use as a cloak.
2. People in India and Africa wrap material around their heads to make a turban or hat.
3. Women in Ghana use a bread tray as a hat to carry bread.
4. Cowboys in America use 10 gallon hats as buckets.

MATERIALS/RESOURCES

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
America has a rich cultural heritage.	VI,A-C. Illustrate the use of various kinds of materials to make clothes. Provide the children with the following: scarves, old pieces of cloth, aprons, sheets, old socks, stockings, and blankets. Have each child select the materials he wishes to use to make his costume.	
	VI,A-C. Make Indian moccasins in class from an old pair of socks. Cut off the top of each sock at the ankle. Turn down the top edge of the sock at the ankle and sew. Leave enough space to insert a drawstring. Use dried macaroni for decoration. Paint the moccasins with bright tempera paints.	
	VI,A-C. Check at home to determine if any family members have woolen or other materials manufactured in different countries. Seek other contributions of materials at school. Allow the children to feel the material and to raise questions concerning it. Try to obtain materials, such as silk, chintz, leather, lace, satin, fur, velvet.	
	VII,A,B. Use the book Cricket Songs by Harry Behn. It introduces the descriptive Haiku form of poetry. Write several Haiku poems with the class. The form for the poem follows: Title Five syllables Seven syllables Five syllables. Example: Wind Sneezing and coughing Wheezing along in the night Adds noise to silence. By Sharon Friedman	

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
America has a rich cultural heritage.	After writing one or two Haiku poems with the class, let the children try writing one. Make a large construction paper tree and display it on an appropriate wall. Have the children cut out paper leaves and write their poems on the leaves. Place the leaves on the tree (This activity is reminescent of a Japanese festival.) Use pantomime or mime to illustrate a Haiku poem.	
	VIII,A,B. Use the following books by Shirley Glubok: The Art of the Eskimo The Art of Africa Have the children observe the statues, pictures, and other artistic contributions of the various cultures and then describe the pictures in their own language. Write a language experience story of the children's impressions. Allow the children to illustrate the story.	Glubok, Shirley. The Art of the Eskimo. 49 East 33rd Street, New York, New York 10016: Harper and Row, Publishers, Inc., 1966. Glubok, Shirley. The Art of Africa. 49 East 33rd Street, New York, New York 10016: Harper and Row, Publishers, Inc., 1966.
	VIII,C. Make puppets dressed in costumes of the various ethnic cultures. Use paper bag puppets and color the costumes or use sock puppets and sew or glue the costumes. Use the puppets in a variety of creative ways to enrich the study of literature in ethnic cultures.	
	VIII. Decorate masks of construction paper with macaroni, beads, scraps of cloth, twine, yarn, and feathers. Have the children try to show facial expressions on the masks-happiness, worry, anger. The masks may be representative of African ceremonial masks, Indian masks with headdress, or masks for the Chinese New Year.	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
America has a rich cultural heritage.	IX. Show the film The Red Balloon. It is a beautifully sensitive and colorful adventure of a child and his balloon in Paris. It depicts the loveliness of children everywhere and is available at the Enoch Pratt Free Library, Baltimore, Maryland.	
	IX. Use the original version of Mother Goose and the Black Mother Goose Book. Compare and contrast the pictures and rhymes in each to show how ethnic groups adapt classics of literature using their own cultural background. (See resource)	

LEVEL I -- THEME II: ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

Instructional Objective 7: Given a variety of experiences, the learner will be ab[illegible] to identify languages other than English.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
People around the world speak many languages. I. Recognizing differences in languages A. By sound B. By meaning C. By sight	I,A. Have the children listen to the following story: Everyone talks but everyone doesn't speak the same language. Even in the beginning, man talked. He used his hands, his feet, and his face. He could make sounds and act out a message. He could show others that he was hungry by rubbing a hand across his stomach.	Hitte, Kathryn. What Can You Do Without A Place To Play? 52 Vanderbilt Avenue, New York, New York 10017: Parents' Magazine Press, 1971.	Play the version of "Alouette" in several different languages. Have each child identify the different languages as the song is played. ("Alouette" in different languages may be found in Fireside Book of Folk Songs.)
	Say to the childre[illegible]retend that you lived a long tim[illegible] Draw or paint a picture [illegible] shows that you are tired. Mak[illegible]er picture which shows that you [illegible]y, very angry." Share the vari[illegible] ways in which the children [illegible] able to portray the actions. Have the children demonstrate the action, to determine if the message is understood.	Rand, Ann and Paul. Spin and Sparkle. 757 Third Avenue, New York, New York 10017: Harcourt Brace Jovanovich, Inc., 1957.	Have each child identify at least one language other than his spoken language, using Mother Goose rhymes. (See resources in objective 6 Theme II.)
	I,A-C. Invite visitors who speak various languages to come to the class. The visitor might share a story or song or tell the class about his country. Inform the visitor prior to his visit concerning the work of the class. Prepare the pupils in advance to notice the differences in the visitor's language. Listen for words that are similar to the words they know and recognize.	I,A-C. (Resource Speaker) Epstein, Beryl and Samuel. The First Book of Words. 845 Third Avenue, New York, New York 10022: Watts, Franklin, Inc., 1954.	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
People around the world speak many languages	I,A-D. Sing songs, such as: 1. "Good Morning" 2. "Fray Martin" 3. "Chiapanecas" 4. "How Would You Say Hello?"	Jaye, Mary Tinnin. Making Music Your Own-K, pp. 62-63. Morristown, New Jersey: Silver Burdette Co., 1966. (I,A-C. 1 and 2) McLaughlin, Roberta and Wood, Lucille. The Small Singer, p. 107. Glendale, California: Bowmar Records, Inc., 1969. (I,A-C. number 3) Watters, Lorrain E.; Wersen, Louis G.; Hartshorn, William; McMillan, L. Eileen; Gallup, Alice; and Beckman, Frederick. The Magic of Music, p. 7. Boston, Massachusetts: Ginn and Co. 1965. (I,A-C. number 4) Frasconi, Antonio. See Again, Say Again. 757 Third Avenue, New York, New York 10017: Harcourt Brace Jovanovich, Inc., 1964.
II. Exploring reasons for differences in languages A. Physical separation of people B. Environment C. Experiences of people D. Other	II,A-D. Display different ethnic pictures. Relate a short story about the pictures and have the children identify the language which the persons will most likely speak. Examples: *Black American* Picture: Repeat, "This person was born in Japan. He has heard the Japanese language spoken all of his life. What language will he speak?" *Chinese American* Picture: Repeat, "This person was born in Japan. He has heard the Japanese language spoken all of his life. What language will he speak?" *European American* Picture: Repeat, "This person was born in Mexico. He has heard the Spanish language spoken all of his life. What language will he speak?"	

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
People around the world speak many languages.	*Japanese American* Picture: Repeat, "This person was born in the United States. He has heard the English language spoken all of his life. What language will he speak?" II,A-D. Divide the class into four groups. Have each group give another word for "chair" (or use any other object) without using any known languages. Have each group create its own language. Allow time for the groups to discuss their ideas. At the close of a designated time, reassemble as a class. Use the chalkboard to compare the answers of the four groups. Follow with the question, Why is it that we speak the same language in our classroom, yet we have selected (__________) different names for the word "chair"? Possible Responses: 1. We don't think alike. 2. Our groups couldn't hear what the other groups were saying. 3. The word "chair" made me think of something that happened to me at home. Continue with the following questions: Does group one have a better way of saying "chair" than any of the other groups? Group two? Group three? Group four? Is any one language better than another? Give reasons to support your answer. Ask the children: Why do you think languages all over the world are different? Possible Responses: 1. People have different ideas. 2. People live in different places. 3. Different things happen to groups of people which give them ideas for words in their language.	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
People around the world speak many languages. III. Naming languages other than English	III,A-D. Label windows, doors, and other objects in the room with words in English, as well as in a foreign language. Have the children learn the foreign words. Print the English word with a different color of ink.	
A. Spanish B. French C. Italian D. Others	III,A-D. Read familiar Mother Goose Rhymes in French. Have the class guess the rhyme and recite it in English. Which words in the French version gave you clues because they were like the English words in the rhyme? Repeat this activity with Mother Goose rhymes in other languages.	Latham, Hugh. Mother Goose in French. New York, New York: Thomas Y. Crowell Co., 1964.
	III,A-D. Show study prints of Chinese characters. Write some characters in Chinese. Demonstrate how to hold the brush upright just as the Chinese do. Have the children copy the characters in order to learn why the brush is held in an upright position. Utilize a resource person who can translate the children's names by using the Chinese characters. Allow the children to copy their name or a classmate's name.	Wiese, Kurt. You Can Write Chinese. 625 Madison Avenue, New York, New York 10026: Viking Press, 1945.
	III,A-D. Use the song "Alouette" to enhance the child's awareness of foreign languages. It is an old French tune which also helps the child to learn about the parts of the body.	

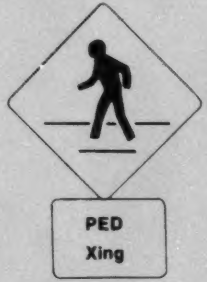
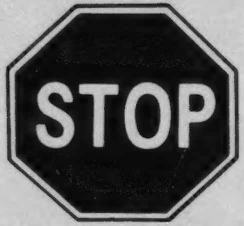
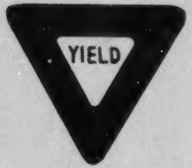
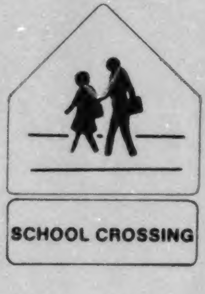
(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
People around the world speak many languages.	"Alouette" Alouette, gentille Alouette Alouette, ja te plumerai 1. Je te plumerai la tete Je te plumerai la tete Et la tete, et la tete Alouette, Alouette, Ah! 2. Alouette, gentille Alouette Alouette, je te plumerai Je te plumerai le cou, Je te plumerai le cou Et le cou, et le cou Alouette, Alouette, Ah! 3. Je te plumerai les ailes, et le cou, etc. 4. Je te plumerai les pattes, et les ailes, etc. 5. Je te plumerai le dos, et les pattes, etc. 6. Je te plumerai la queue, et le dos, etc. Translation: Skylark, pretty Skylark. I will pluck you. I will pluck you. Your (1) head (2) neck (3) wings (4) legs (5) back (6) tail	

LEVEL I -- THEME II: ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

Instructional Objective 8: Given a variety of experiences, the learner will be able to demonstrate ways in which people and animals communicate non-verbally.

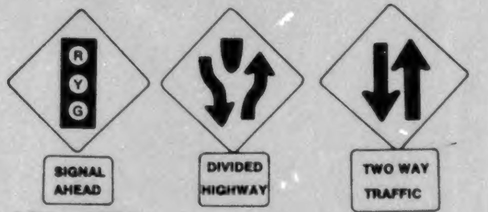
CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Language is not necessarily a barrier to understanding and communication. I. People receive many important non-verbal messages from their environment A. Seasonal information B. Urban or rural setting C. Area residents	TEACHER: I. Take the class for a "wordless" walk in the school community. Observe environmental signs. Be prepared to have the children collect objects or information. Encourage them to gather objects of different shapes and varieties. Some of the children may wish to count cars by color, make, or body style. This may be done in pairs; one child may record while the other reports. Upon their return to the classroom, have the children classify the objects and the information in a chart, give it an appropriate title, and display it in an attractive manner. Additional charts and displays may also be made and given appropriate titles.	Dietmeier, Mel. Potato. 622 Rodier Drive, Glendale, California 91201: Bowmar Publishing Corp., 1972. Alexander, Martha. Bobo's Dream. 750 Third Avenue, New York, New York 10017: Dial Press, Inc., 1970. Hofsinde, Robert. Indian Picture Writing. 105 Madison Avenue, New York, New York 10016: William Morrow and Co., 1959. Hofsinde, Robert. Indian Sign Language. 105 Madison Avenue, New York, New York 10016: William Morrow and Co., 1956.	Have the children demonstrate ways in which people communicate non-verbally by using the following activity: Play descriptive music which the children have not heard in the classroom. (Selection from Tchaskovsky's "Nut Cracker Suite" or from Frofe's "Grand Canyon Suite" would be excellent for use.) After the children have heard the music once, distribute art materials and ask them to make pictures concerning what they have heard. (Older children may write poems or stories.) Have the children explain their pictures and display them in an appropriate area. Are there different interpretations of the same music? Why?
II. People communicate through non-verbal patterns of behavior A. Actions B. Signs C. Gestures D. Symbols E. Facial expressions	II. Present the books, Indian Sign Language and Indian Picture Writing. Have the children learn a few signs. Provide an opportunity for them to try to read the sign language messages. II. Allow each child to choose an Indian name, such as Purple Butterfly or Running Buffalo. The child can design his own symbol for his new Indian name and a way to sign the name. (See resource) II. Find examples of various types of danger and traffic signals. (continued)	Raskin, Ellen. Who, Said Sue, Said Whoo? 122 East 42nd Street, New York, New York 10017: Atheneum Publishers, 1973. I Can Read Signs, Around the City, Warning, Transportation, With Numbers. Box 133, Flushing, New York 11365: Urban Media Materials, 1969.	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Language is not necessarily a barrier to understanding and communication. F. Body language	Discuss the meaning of each signal. Why is it important for you to know the meaning of each traffic signal?	Ets, Marie Hall. Just Me. 625 Madison Avenue, New York, New York 10022: Viking Press, Inc., 1965.	Have the children demonstrate ways in which animals communicate non-verbally by using the following activity: Dramatize one of these situations: A cat who is hungry A dog who likes his new toy A horse who wants to get out of the stable A cat who wants to go outside A dog who wants to go outside A cat who wants attention A dog who is frightened A cat who is angry A dog who is thirsty A cat who is afraid A goldfish who is hungry A turtle who is frightened A bird who is startled A rabbit who is frightened A duck who is hungry for fish
	 Warning of hazard (yellow diamond is a warning)		
	 Stop Sign (white on red)		
	 Yield right of way (red and white)		
	 School area (yellow pentagon means a school area)		

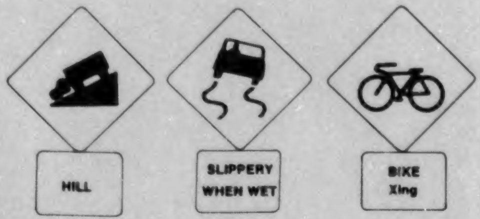
CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Language is not necessarily a barrier to understanding and communication.	II. Build a community using assorted boxes for houses, churches, schools, and other buildings. Include some of the items observed during the "wordless" walk activity. Utilize as many signs and signals as possible. Examples: Informational signs: 1. Hospital 2. Bike route 3. Trail 4. Camping 5. Telephone 6. Exit and entrance Regulatory signs: 1. Yield 2. Do not enter 3. No U turn 4. No right turn 5. No trucks Warning signs: 1. Divided highway 2. Slippery when wet 3. Cattle x-ing 4. Bike x-ing 5. Hill 6. No-passing zone 7. Danger	

Warning Signs

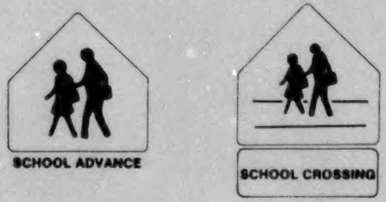
Black on Yellow


R
Y
G
SIGNAL AHEAD
DIVIDED HIGHWAY
TWO WAY TRAFFIC

R-Red Y-Yellow G-Green

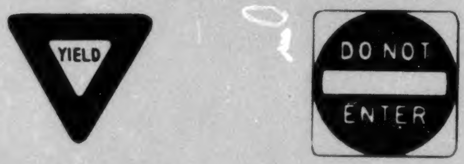

HILL
SLIPPERY WHEN WET
BIKE Xing

Yellow *Pentagon* means a school area.

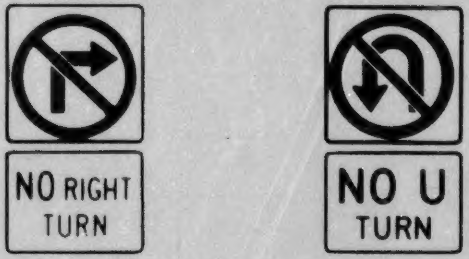

SCHOOL ADVANCE
SCHOOL CROSSING

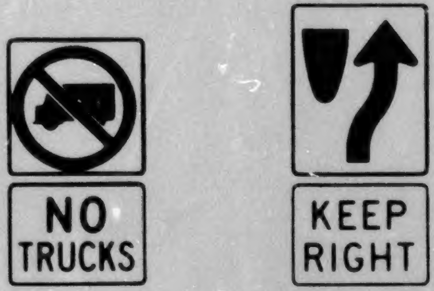
Regulatory Signs

Red and White


YIELD
DO NOT ENTER

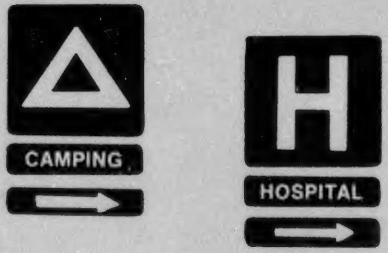
Red and Black on White
(A red circle with a diagonal slash indicates prohibited movement.)

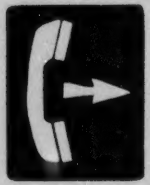

NO RIGHT TURN
NO U TURN


NO TRUCKS
KEEP RIGHT

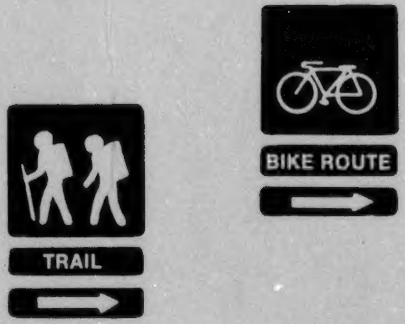
Black and White only

Informational Signs


CAMPING
HOSPITAL



White on Blue shows motorist service


TRAIL
BIKE ROUTE

White on Green
Shows Direction or Guidance

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Language is not necessarily a barrier to understanding and communication.	II. Pantomime gestures and have the children interpret the meaning of each. 1. Rubbing your tummy (means good food) 2. Blowing on a bowl of soup (means the soup is too hot) 3. Motion with your fingers (means come here) 4. A wave (means hello or goodbye) 5. Closing your ears (means you do not want to hear) 6. Closing your eyes (means you do not want to see) 7. Shrugging your shoulders (means you do not know something) 8. Putting your fingers on your lips (means be quiet) 9. Holding your nose (means something smells bad) 10. Yawning (means you are getting sleepy) II. Make simple stick, bag, or sock puppets to use in a puppet show without words. Use Mother Goose Rhymes that are familiar to the children. Examples: 1. "Jack and Jill" 2. "Humpty Dumpty" 3. "Old King Cole" 4. "Little Bo Peep" 5. "Little Miss Muffet" 6. "Peter, Peter Pumpkin Eater" 7. "Jack Be Nimble, Jack Be Quick" Have the children guess the rhymes. Use fables or fairy tales for the older children. II. Have the children stand in front of a mirror and make faces or expressions that show: 1. Loneliness 2. Tiredness 3. Sadness 4. Happiness 5. Fear 6. Surprise Discuss how facial expressions can communicate feelings. 1. How do your eyes look when you are angry? Happy? Sad? Surprised? 2. How does your mouth look when you are angry? Happy? Sad? Surprised? 3. How do your eyebrows look when you are angry? Happy? Sad? Surprised?	Ets, Marie Hall. Talking Without Words. (Illustrated) $2.75. Sound filmstrip. $9.50/record; $12.50/cassette. Viking Press, 1968.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Language is not necessarily a barrier to understanding and communication.	II. Make class picture books entitled, Happiness Is, Sadness Is, Being Angry Is, and Being Afraid Is. Have the children draw pictures on different days to express how they feel. Write the children's feelings at the bottom of the picture. Assemble these pictures into booklets for use in the classroom.	Collier, Mary Jo; Forte, Imogene; and Mackenzie, Joy. Kid Stuff, p. 166. 8964 Commanche Avenue, Chatsworth, California 91311: Acoustifone Corp., 1969. (II, Teacher)
	II. Have each child complete the sentence, Happiness is ______________________. The teacher can then record the sentence. Allow each child to illustrate his sentence with a picture.	
	II. Use modeling clay or play dough to make people who exhibit a variety of feelings. Do you ever have these same feelings? Why or why not? The following play dough recipe may be used: 1 cup flour 1 cup salt 1/2 cup water Mix and knead. Wrap in waxed paper and store in a covered jar. (See resource)	
III. Many animals communicate with people to some degree	III. Discuss animals that try to talk like people, such as parrots and myna birds.	
A. By gestures B. By movement	III. Tell about animals that answer questions with a specified number of barks or stamps of the foot. What are these animals imitating? 1. How does a cat get your attention? 2. How can a cat make you understand its desire to go outside? 3. How does your pet show affection for you?	
	III. Read stories about animals that have done heroic things for people.	
	III. Use magazines to cut out pictures which show animals communicating in various ways. Compose and record stories about the picture.	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Language is not necessarily a barrier to understanding and communication.	IV. Play the record "Peter and the Wolf" by Prokofieff. Help the children to understand that the instruments of the orchestra sound like animals and people in the story. Stop the record frequently for discussion with the children. How do the strings sound like Peter? How does the clarinet in the lower register sound like the cat; the oboe like the duck? Play the record again for the children's enjoyment.	
IV. Music is a way of communicating feelings A. Human voice B. Hands (clapping) C. Feet (stomping) D. Sounds (drums and rattles) E. Others	IV. Play some African music. Have the children react to the following questions: 1. How did the music make you feel? 2. What did you want to do when you heard it? Play the African music again and allow the children to express themselves spontaneously through body movements, singing, or the use of instruments.	
	IV. Play oriental music. Follow the same procedure in questioning the children about the music and in allowing them to express themselves spontaneously to the music.	
	IV. Make instruments with sounds like those on the records.	
	Rattle: Put beans or pebbles in a paper or plastic cup and seal the top with paper. Put beans or pebbles in a spice or baking soda can.	
	Sandpaper blocks: Cover 2"x4" blocks with sandpaper.	
	Drum: Cover a large coffee can with a piece of inner tube. Punch holes in the edge of the tubing. Tie the tubing with twine through the holes.	
	Play the instruments as the African and Oriental selections are replayed. Play Latin and Indian music, asking questions and allowing the children to respond as the music suggests. How do these different kinds of music make you feel? Encourage the children to tell a story to accompany the music.	

LEVEL I -- THEME III: BARRIERS TO EQUALITY: PREJUDICE AND DISCRIMINATION

Instructional Objective 1: Given stimuli to which the learner must react, the learner will be able to recognize people, places, and things which are unfamiliar to him and which cause him to be afraid.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Children are fearful of the unknown. I. Identification of unfamiliar people A. Relatives B. Peer group C. Other adults D. Make-believe people	I,A-D. Illustrate or paint a picture of a scary TV character. Tell about the picture. Why did you choose this character? Why is the character scary? Relate these TV characters to familiar people. I,B. Group the children in a circle. One child asks "What do you like about me?" The children in the group respond and tell what they like about that person. To extend this experience, the teacher may ask, "What things about people make you like them?"	"The King and I" by Rogers and Hammerstein. Capitol Records. "Getting to Know You," "I Whistle a Happy Tune." William, Barbara. Gary, The Terrible Monster. 1224 West Van Buren Street, Chicago, Illinois 60607: Children's Press, Division Regensteiner Publishing, 1973.	Recognize unfamiliar people, places, and things by participating in the following activity: Show the children the following objects: 1. An African mask 2. A sharp knife 3. A picture of a black child and a white child holding hands 4. A picture of an Indian chief dressed in ceremonial clothing 5. A taco 6. A picture of an Amish child 7. A picture of an igloo 8. A harmless garden snake 9. A glass of water 10. An ethnic food Example: Garlic or onion
II. Identification of unfamiliar places A. Home B. Neighborhood C. School D. Community E. Other	II,A-C. Divide the class into several groups. Have each group decide on the thing which they are most afraid of at home, in school, or in the neighborhood. Allow each group time to prepare a short skit to be given as a charade. Following the presentation, have the other children identify the who, where, and why of the skit. II,D. Read Nicholas by Carol Kempner (Simon and Schuster) in which a black child gets lost on a subway ride while his mother is at work. Through inquiry by the teacher, have the children identify the fears Nicholas must have had. Ask, "Why was Nicholas afraid?" "Would you be afraid." "Why?" (See resource)	Peet, Bill. How Droofus the Dragon Lost His Head. Pennington-Hopewell Road, Hopewell, New Jersey 08525: Houghton Mifflin Co., 1971. Alexander, Martha. Nobody Asked Me If I Wanted a Baby Sister. 750 Third Avenue, New York, New York 10017: Dial Press, Inc., 1971. Simon, Norma. I Know What I Like. 560 West Lake Street, Chicago, Illinois 60606: Albert Whitman and Co., 1971.	
III. Identification of unfamiliar things A. Physical B. Emotional			

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Children are fearful of the unknown. C. Heresay D. Past experiences	III,A-B. Play the game, "Let's pretend it's Halloween." Prepare several items for the children to feel and taste, such as: 1. Peeled grapes 2. Cooked spaghetti 3. Jello Play a record of frightening sounds as background music while the children touch and taste the above items. The children should close their eyes during this activity.	Simon, Norma. I Know What I Like. 560 West Lake Street, Chicago, Illinois 60606: Albert Whitman and Co., 1971. Kempner, Carol. Nicholas. 630 Fifth Avenue, New York, New York 10020: Simon and Schuster, Inc., 1968. (II,D.)	Do the following activities with the children: 1. Turn off all the lights and draw the blinds until the room is very dark. 2. Slam the door suddenly. 3. Play a record with spooky sounds. 4. Play a record in which people speak Hebrew or Yiddish. 5. Talk with people pleasantly.
	III,A-B. Create a learning station for making "Witch's Brew." Supply the following items: 1. Two plastic measuring cups 2. Measuring spoons 3. Food coloring (1 drop of red and blue) 4. Mixing spoon (wooden) 5. Grape Tang 6. Orange Tang 7. 3 oz. paper cups 8. Sugar 9. Mixing pot 10. Grapes Make and record a recipe using these items. Each child can make and taste his own "Witch's Brew" and relate his reaction to the teacher. (Note: Make a witch's hat for a prop)	Baylor, Ruth M. Kam Lee Comes To School. Pleasantville, New York 10570: Young Pegasus Packet, Reader's Digest Services, Inc., 1967. Baylor, Ruth M. Moving Day for Manuel. Pleasantville, New York 10570: Young Pegasus Press Packet, Reader's Digest Services, Inc., 1969. Mannheim, Grete. The Two Friends. 201 East 50th Street, New York, New York, 10022: Alfred A. Knopf, Inc., 1968. Kempner, Carol. Nicholas. 630 Fifth Avenue, New York, New York 10020: Simon and Schuster, Inc., 1968. (II,D.)	

(continued)

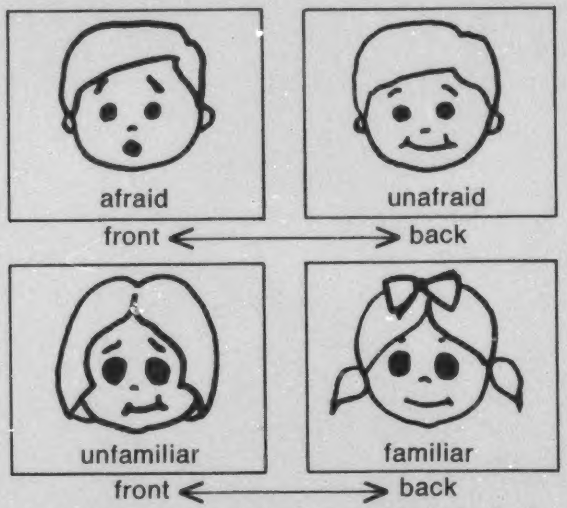
CONTENT

Children are fearful of the unknown.

LEARNING ACTIVITIES

ASSESSMENT TASK

Give each learner two picture cards with the following four words on them.



As you show each object or perform each activity, have the children raise the two slips which best indicate how they feel about that particular stimulus. An example might be: Afraid - not familiar. As you provide each subject, write its name on a large piece of chart paper and tally the responses of the children. At the end of the activity, convey the results to the children and ask for verbal descriptions of their feelings on particular stimuli. Example: "Phil, how did you feel when I showed you the sharp knife?" Answer: "It made me feel all cold inside."

You may want to substitute other words for the feeling-reaction words on the cards. Examples might be: Pretty - familiar; ugly - unfamiliar; happy - familiar; sad - unfamiliar.

LEVEL I -- THEME III: BARRIERS TO EQUALITY: PREJUDICE AND DISCRIMINATION

Instructional Objective 2: Given an unknown situation, the learner will be able to describe appropriate actions for dealing with that situation.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
People react to situations in different ways. I. Ways of reacting A. Positive reactions B. Negative reactions	I,A,B. Use "Moods and Emotions" Teaching Pictures. Show a picture of a child who is exhibiting an emotion which might be displayed in reacting positively or negatively to a situation. Ask, "What kind of situation do you think made the child look this way?" (See resource)	Tester, Sylvia. "Moods and Emotions" Teaching Pictures. 850 North Grove, Elgin, Illinois 60120: David C. Cook Publishing Co., 1970. (I,A,B.)	Provide the following open-ended situations. Have the learner describe appropriate actions for dealing with a particular situation. Examples: 1. You have just moved to a new town. You do not know anyone. It is your first day at school. The teacher greets you at the door. The children in the class are not very friendly. You would.....
II. Effects on decision making A. Time B. Place C. Age D. Past experiences	I,II. Show pictures of children interacting in different environments. Examples: 1. At the beach 2. In a park 3. On a hike 4. In a car Ask: "What is happening here?" "What has happened before?" "What will happen next?" "What might these people be thinking?"	Keats, Ezra Jack. "The Snowy Day." Producer: Morton Schindel, Weston Woods Studio, Weston, Connecticut. Distributor: Viking Press, 1962. Keats, Ezra Jack. The Snowy Day. 625 Madison Avenue, New York, New York 10022: Viking Press, Inc., 1962. Baldwin, Anne Norris. Sunflowers for Tina. 50 West 44th Street, New York, New York 10036: Four Winds Press, 1970.	2. Your parents are visiting some friends. You are with them. They do not have any children so you are surveying the neighborhood. You see a group of big boys beating a small child. You would.....

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
People react to situations in different ways.		Friskey, Margaret. Indian Two Feet and His Horse. 1224 West Van Buren Street, Chicago, Illinois 60607: Children's Press, 1959. Keats, Ezra Jack. Peter's Chair. 49 East 33rd Street, New York, New York 10016: Harper and Row, Publishers, Inc., 1969.	3. While on vacation with your family, you are walking along the beach by yourself. Looking up, you see a sky filled with storm clouds and lightning. You hear thunder. You are many miles from home. You would.....

LEVEL I -- THEME III: BARRIERS TO EQUALITY: PREJUDICE AND DISCRIMINATION

Instructional Objective 3: Given the strengths and weaknesses of the people with whom he interacts, the learner will be able to state their positive qualities.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
All people have strengths and weaknesses. I. Each person may strive for self-improvement A. Physically B. Socially C. Emotionally D. Intellectually II. Each person may help others to improve A. Physically B. Socially C. Emotionally D. Intellectually	I,II. Show the children pictures of children exhibiting the various attributes. Physical: 1. Climbing on playground equipment 2. Throwing balls 3. Sawing wood 4. Block building Social: 1. Eating together 2. Taking turns at drinks 3. Participating in group discussion 4. One child helping another child to put away the toys Emotional: 1. A laughing child 2. An angry child 3. A frightened child Intellectual: 1. A child looking at books 2. A child coloring 3. A child participating in an indoor game 4. A child using a telephone or talking 5. A child working with his teacher 6. A child working independently Ask the children to state whether they like or dislike what each child is doing in each picture and give reasons to support the answers. To emphasize the special interest of each child, have the child draw a picture of what he likes to do. Share it with the class.	Whistle For Willie. Time: Approximately 7 min. Color. Producer and Distributor: McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036, 1964. You Got Mad: Are You Glad? Filmstrips (2), Record (1). $18.00. Producer: Guidance Associates of Pleasantville, New York 10570. Distributor: Harcourt Brace Jovanovich, Inc., 1970. Lobel, Anita. Potatoes Potatoes. 49 East 33rd Street, New York, New York 10016: Harper and Row, Publishers, Inc., 1967. Cohen, Miriam. Best Friends. 866 Third Avenue, New York, New York 10022: The Macmillan Co., 1971.	Make a class bulletin board or booklet entitled "Good Things About Us." Each learner will have an opportunity to state the positive qualities of other members of the class by dictating and having the teacher record one-word descriptions or sentences. Each learner will be provided a space on a bulletin board or a page in the booklet.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
All people have strengths and weaknesses.	I,II,B,C. Provide the following activities to help in the evaluation of the strengths and weaknesses of others.	
	Have each child list or make a picture chart of "My Ten Favorite Smells" or "My Ten Favorite People" or "My Ten Least Favorite Moments" or "My Ten Worst Fears." The lists could cover a variety of subjects to reveal positive and negative aspects of the child's world.	
	In small groups, when the activity is complete, the teacher may pose the following: 1. Do these things (people, places) make you feel good? Why? 2. Do they make you feel bad? Why? 3. Do Tommy's favorite things (least favorite) make you feel good? Why? Why not? Beth's? Why? Why not? 4. Why don't all children like or dislike the same things?	
	I,II,D. Designate one day as a "Hobby or Special Interest Day." Have the children bring in their hobbies, or if they have a special talent, allow them to share it with the class. Encourage and provide for considerable interaction. The children may demonstrate their interest and request their classmates to participate in some aspect of it. Example: A stamp collector may ask a friend to help him put stamps in his book, or a doll collector may ask for help in setting up a display at the end of the day. Ask each child to tell one new idea he learned from one of his classmates during the day. Emphasize the idea that everyone can contribute or do something!	

I,II,B,C. Allow the children to sit on the floor in a circle for "complaints and compliments time." The following questions will help to initiate the activity. (Later, as the children get used to this activity, the teacher's role is a passive one.)

Let's talk about the things which we did well today. Ask:
1. Who came in quietly?
2. Who was a good sport?
3. Who had good manners?
4. Who picked up litter?
5. Who shared materials?
6. Who did something nice for someone?

Now, let's talk about the things which we did not do well today. These are things or areas in which we need to improve. Ask:
1. How were we mean to others?
2. What did we do to hurt the feelings of others?
3. How could we have included someone whom we selfishly omitted from a game or activity?
4. Did we cause hurt feelings today by calling a person something other than his name?
5. What was your favorite part of the day?

LEVEL I -- THEME III: BARRIERS TO EQUALITY: PREJUDICE AND DISCRIMINATION

Instructional Objective 4: Given a variety of situations in which others try to influence his actions, the learner will identify how he will maintain his own individuality and do what he thinks is right.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
People act in different ways for different reasons. I. Motivations for people's actions A. Ambition and goals B. Desire to belong C. Desire to please self D. Status and prestige	I,II. Use the set of filmstrips. First Things-Sound Filmstrips for Primary Years, Guidance Associates of Pleasantville, New York (Subsidiary of Harcourt Brace, Inc.) 1. "Who Do You Think You Are?" 2. "What Happens Between People?" 3. "What Do You Expect of Others?" (See resource) After showing the filmstrips, utilize the teachers' manual which has follow-up activities. Have the children describe a situation similar to one in each filmstrip in which they have been personally involved.	"Who Do You Think You Are?" from First Years. Filmstrips (3), Records (1). $19.50. Producer: Guidance Associates of Pleasantville, New York 10570. Distributor: Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017, 1970.	The learner will be able to identify how he will maintain his own individuality and do what he thinks is right by evaluating the following situations: 1. Taking turns in different settings. Example: consistently a child monopolizes the same activity. 2. Sharing things, friends, and work areas. Example: A child is possessive of another child's friendship. 3. Showing fairness during play time. Example: A child monopolizes a piece of play equipment for a longer period of time than his partner.
II. Criteria for accepting or rejecting people's actions A. Awareness of the feelings of others B. Awareness of the consequences	II,A,B,C. Role play a story in which a little child has a toy. Leaving the toy on the floor, the child goes to get a drink of water. When the child returns, someone has the toy and refuses to give it back. Following the role play, have the children tell what happened and why the conflict occurred. Example: (Jealousy and lack of consideration.) Have the children discuss how the conflict could be resolved.	"What Happens Between People?" from First Things. Filmstrips (2), Records (1). $19.50. Producer: Guidance Associates of Pleasantville, New York 10570. Distributor: Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017, 1970. (I,II)	

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
People act in different ways for different reasons. C. Awareness of right and wrong D. Awareness of differences of opinion	II,A-D. Line up to go outside from the classroom. If there is pushing or shoving, have the children role play the situation exactly as it happened. They should be able to point out the lack of consideration causing the conflict.	"That's No Fair" from First Things. Filmstrips (2), Records (1). $19.50. Producer: Guidance Associates of Pleasantville, New York 10570. Distributor: Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017, 1970.	4. Being truthful at all times. Example: A toy has been broken and the blame is placed on the wrong person by the wrong-doer. 5. Keeping promises. Example: A child breaks a promise because of pressure from his peers. The children can evaluate the situation by listening to the situations and dictating or writing their reactions.
	II,A-D. Tell the following story to illustrate how one's actions may affect the feelings and behavior of others. Tony was playing with his new truck. "R-r-r!" he shouted, as he rolled the truck on the floor. "Hey, give me that," yelled Tony's brother Jim, and he pinched his little brother's arm. Tony began to cry. The children may discuss the following questions: How do you think Tony felt when he was playing with his new toy? How do you think he felt after his brother took it away from him? Why? What do you think Jim should have said and done, if he wanted to play with Tony's truck? The children may role play other similar situations.	Udry, Janice May. Let's Be Enemies. 49 East 33rd Street, New York, New York 10016: Harper and Row, Publishers, Inc., 1961.	
	I,II. Using two puppets, have one who plays the part of a bully, while the other portrays a timid person. Have the puppets interact with words and actions. Then have the children relate what happened and give reasons why the characters acted the way they did. Have the (continued)	"The Trouble With Truth" from First Things. Filmstrips (2), Records (1). $19.50. Producer: Guidance Associates of Pleasantville, New York 10570. Distributor: Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017, 1970.	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
People act in different ways for different reasons.	children use the puppets to explain in the words of the puppet why he acted this way, and how he could have acted in a better way.	"You Promised!" from First Things. Filmstrips (2), Record (1). $19.50. Producer: Guidance Associates of Pleasantville, New York 10570. Distributor: Harcourt Brace Jovanovich, 757 Third Avenue, New York, New York 10017, 1970. "Siu Mei Wong: Who Shall I Be?" 15 minutes. Color. Producer: Learning Corporation of America Films, 711 Fifth Avenue, New York, New York 10001. "A Very Special Day." from Enoch Pratt Library. Approximately 20 minutes. Color. Distributor: United Films, Inc., 1966.

LEVEL I -- THEME III: BARRIERS TO EQUALITY: PREJUDICE AND DISCRIMINATION

Instructional Objective 5: Given a variety of situations in which many forms of discrimination are evidenced, the learner will be able to identify the forms of discrimination.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Discrimination may be conveyed in many ways and take many forms. I. Factors which may contribute to the formation of opinion A. T.V. B. Radio C. Word of mouth D. Peer pressure E. Magazines F. Newspapers G. Other advertising	I. Cut pictures of favorite toys, cereals, clothes, and snack foods, from magazines, newspapers, and other sources. Empty containers can be brought into the classroom. Have the children tell how the products were recommended through TV commercials or radio. Are there other similar products which are just as good or better? Involve the children in an investigation of possible products that are similar or better than the ones which were displayed as favorites. I,A,B,E-G. Lead the children into a discussion of commercials through such questions as: What are commercials? Where can you find commercials or advertisements? How many watch the commercials on T.V.? Why do we have commercials? Why do we watch commercials? What do commercials tell us? Are commercials always true? Why? Can commercials be untrue? Why? Do you ever buy things advertised in commercials? How do you decide whether or not to buy? What should help you to decide?	Yashima, Taro. Crow Boy. 625 Madison Avenue, New York, New York 10022: Viking Press, Inc., 1972. Levy, Harry. Not Over Ten Inches High. 330 West 42nd Street, New York, New York 10036: McGraw-Hill Book Co., 1968. Folsom-Dickerson, W.; Ballard, Louis W.; Bullen, Adelaid K.; Vine, Deloria; Horne, Esther B.; Sneve, Virginia Driving Hawk; and Watson, E.L., American Indians: Yesterday and Today. 850 North Grove, Elgin, Illinois 60120: David C. Cook Publishing Co., 1972. Lovelace, Moud Hart. The Valentine Box. 201 Park Avenue, South New York, New York 10003: Thomas Y. Crowell Co., 1966.	Make some brownies and bring them to class. While the children are working, pass several of the goodies out to selected children, saying "Johnny, I baked these last night and I thought you might enjoy one." About five minutes later, pass some more of the brownies to several other children. Give seconds to a few of the children who already have one. Distribute all of the brownies in this way, favoring only some to receive the brownies. After all the brownies have been distributed, have the children assemble in a group. Explain to them that your actions in the class were designed to show them something about the way people behave. Pose the (continued)

CONTENT	LEARNING ACTIVITIES	ASSESSMENT TASK
Discrimination may be conveyed in many ways and take many forms.	I,A. Play a recording of commercials taped from TV programs of interest to the pupils at this grade level. (Examples: Cartoon Festival, Captain Kangaroo, Flintstones, and Top Cat.) Elicit discussion concerning the commercials which would or would not encourage the children to purchase the product advertised. Did the commercial exaggerate? If so, how?	following questions to identify forms of discrimination: 1. Why do you suppose I gave the brownies to some children and not to others? 2. How did you feel when you didn't get a brownie? 3. How did you feel when you did get a brownie? 4. Can you remember any time when you felt the same way as you did today? At the end of the activity, distribute brownies to the rest of the class. Simulate other situations in which the children identify the forms of discrimination.
	I,A. Dramatize familiar commercials through role playing. (Throughout each dramatization, stress those parts of the commercial that might be true, untrue, or a mixture of both.)	
	I,E,F. Have the children bring to the class ads from magazines and newspapers. Examine, select, and classify the ads according to the persons who will use the product. Determine the statements in the ads that are true, untrue, or a combination of both. Select the part of the ad that attracts the most attention.	
	I,E. Show the children ads from magazines to acquaint them with the format. Stress the importance of listening carefully to the ads. After the ads have been presented, pose the following: 1. Was everything that was said about the product true? 2. Why did (or didn't) you want to try the product? 3. Would you try the product just because everyone else was trying it?	

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Discrimination may be conveyed in many ways and take many forms.	4. If someone told you to try something or do something you didn't know anything about, would you? Why or why not? I,A-G. Invent a new product to give practice in the power of persuasion. Ask the children to draw a picture of the product and then to write an ad (a few sentences; for younger children, a few words) to describe and sell it to the class. Example: The Lollipaloozer! It's the biggest lollipop in the world! It's any flavor you want it to be! It's only one cent to buy it! I,C,D. Bring to the class a variety of racing cars. Compare these cars. Does a brand name make the car better? Can all of the cars accomplish the same thing?	
II. Forms of discrimination A. Name calling- (dumb, stupid) B. Blaming someone when you are not sure if he is guilty C. Segregating- (seating all the boys together or all of the girls together)	II,F. Magic Circle - A small group of children form a circle. Give one child in the group a lollipop. Ask: 1. How did you feel when you received this lollipop? 2. How did you feel as the only child to get a lollipop? Now have the receiver give a lollipop to another in the group. Ask: 1. How did you feel when you gave someone something that made him feel good? Continue until all have given someone a lollipop. Adapted from Drug Education K-6 -- Baltimore City Public Schools 1972.	

CONTENT

Discrimination may be conveyed in many ways and take many forms.

D. Aggressive behavior-(lashing out at somebody for no reason at all)

E. Preconceived notions-(Jim is a mean boy because he always gets in trouble in music class)

F. Favoritism-(allowing bright children to perform the important tasks in class)

G. Clique formation-(associating only with certain people)

H. Judging-(discriminating against someone because of his clothes)

LEARNING ACTIVITIES

II,E. Have pictures of children of different racial backgrounds. Include:

1. Oriental child
2. Black child
3. American Indian child
4. Asian child
5. European child
6. Eskimo child

Show each picture to the children. Ask them if they think that this child might become one of the following:

1. President of the United States
2. A teacher
3. A doctor
4. A farmer
5. Owner of a children's camp
6. A policeman
7. A janitor
8. A baseball player
9. A singer
10. A postman

II,A-H. Make an "anti-discrimination" person by cutting out a large paper figure. Decorate the figure with facial features, hair, and a comical hat. The figure can provide the impetus for the following activities.

1. The children should view the figure as a person who always lives and works fairly and tries not to hurt anyone's feelings. They may want to ask him for advice, if they see someone discriminated against.
2. The figure may become a bulletin board. Have the children pin small slips of paper onto the feature with ideas for promoting good relations in class.

MATERIALS/RESOURCES

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Discrimination may be conveyed in many ways and take many forms.	3. Provide a tape recorder for children who wish to talk anonymously about their hurt feelings. The teacher should react through individual and group discussions. 4. Have the figure hold a small box which could be a secret box. Whenever the children have a problem involving hurt feelings or some aspect of prejudice, they should state the problem on a piece of paper and give it to the figure. The teacher should provide written answers and return the slips to the child in private. II. Display pictures of an inner city neighborhood, urban neighborhood, rural, and suburban neighborhood. Have the children role play situations in which a child newly arrived in a neighborhood, tries to make new friends and is rejected. Then, have the class show how a child might be welcomed.	

LEVEL I -- THEME III: BARRIERS TO EQUALITY: PREJUDICE AND DISCRIMINATION

Instructional Objective 6: Given a situation in which the learner, another person, or a group is falsely identified as being inferior, the learner will be able to evaluate the accusation in an objective manner.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Other people's actions, as well as one's own actions, need to be evaluated objectively. I. Factors to be considered in objective decision-making A. Accepting things about one's self which cannot be changed. Example: height, basic body structure.	I,A,C. Place this sign above a mirror, "How do I look?" Have the children look into the mirror. Ask: 1. What do you see? 2. Tell the mirror what you like about what you see. 3. Think about the things you can change that you don't like. 4. Is your hair combed? Are your clothes neat? Are your shoes tied or buckled? 5. Tell the mirror what you would like to change about yourself. 6. Can you change some things now? 7. Can you change everything you do not like about yourself? Why or why not? Practice this for one week or until the children become conscious of their appearance and willingly go to the mirror on their own.	Zolotow, Charlotte. The Hating Book. 49 East 33rd Street, New York, New York 10016: Harper and Row, Publishers, 1969.	The learner will be able to evaluate an accusation in an objective manner when he, a person, or a group is falsely identified as being inferior by identifying false labels of inferiority as applied to characters in several books. Read the following stories: Crow Boy by Taso Yashima, The Viking Press, 1972.
B. Accepting things about others which cannot be changed. Example: children achieve at different levels.	I,A,C. Read the following poem, "Looking in the Mirror" by Betty Dawson: I look in the mirror Whom do I see Am I looking at you Or are you looking at me? Is the inside or outside Really the one? The smile is the same We're both having fun. (continued)		Stevie by John Steptoe, Harper and Row, New York, 1969. Read each story to its climax. Be sure to read the part where the children are discriminated against. Have each individual child illustrate or write what he would do in this situation and what he thinks will actually happen in the story.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Other people's actions, as well as one's own actions, need to be evaluated objectively.	But out here I can touch me And I know what is nice In there are you different or are you just me-twice?	
C. Recognizing things about oneself which can be changed. Example: a negative attitude.	Which is easier to know and talk about, the inner self or the outer self? Can we change ourselves? Which self is easier to change? Why? Discuss: 1. Do you wish that anything could be different about your outer self? 2. Can you change that? Why? 3. What should you do about things which you cannot change? 4. What makes you feel good about your outer self? 5. What have your friends made you feel good about your outer self? 6. How can having one or more things to feel good about help you?	
D. Recognizing things about others which can be changed. Example: insensitivity to another person.	I,A-D. Show a collection of pictures of people displaying emotions. Identify the emotions in various pictures -- loneliness, fear, worry, jealousy. Help the children to realize that such inner feelings are experienced by everyone. Just as children learn ways to change their outer selves, they also sometimes change their inner selves. Use situations about jealousy or any other emotion that might be appropriate. Discuss how the feeling may be changed, if change is warranted, by: 1. Talking about it. 2. Thinking about it. 3. Acting positively to change it.	

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Other people's actions, as well as one's own actions, need to be evaluated objectively.	Example: Debra is having a birthday party. Her sister, Connie, is standing by the table looking at the new presents. "Gee! She got a lot of pretty things and I didn't get anything."	
II. Factors to be considered in developing an awareness of the feelings of others	II,A. Have the children make chalk drawings that represent an act of cruelty and an act of kindness which they have experienced. Have each child discuss his work and relate the experience.	
A. Cruelty can be manifested in the words or actions of an individual or group. Example: unkind threats, comments, and abusive behavior.		
B. People are sensitive about many things in many different ways. Example: A child may be ashamed of a certain article of clothing because someone has labeled it		

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Other people's actions, as well as one's own actions, need to be evaluated objectively.		
"babyish" and may refuse to wear it. Another child may react to the abuse by hurling it at the abuser.		
C. People who are upset, may affect others by their actions. Example: A child who is upset may disturb the class by crying, yelling, fighting, or using other violent methods of behavior.		

LEVEL I -- THEME IV: ACTION FOR EQUALITY: IDEALS AND REALITIES

Instructional Objective 1: Given a set of standards, the learner will be able to identify the ways in which the people in his environment conform or fail to conform to these standards.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
The rules, realities, and ideals in our American society influence each individual. I. Identification of rules and standards for interaction in one's environment	I,A-D. Recall a game which the children have played. Ask the children to consider these questions: 1. Who makes the rules? 2. Does the biggest person make the decisions? 3. What might happen if everyone broke all the rules and no one cared?	Lexau, Joan. I Should Have Stayed in Bed. 49 East 33rd Street, New York, New York 10016: Harper and Row Publishers, 1965.	Have each learner identify the ways in which people conform or fail to conform to a set of standards by using one of the following comic strips: 1. Peanuts 2. Dennis The Menace 3. Nancy 4. Donald Duck 5. Wee Pals Have the children formulate hypothetical standards or ideals for the comic strip characters. Example: 1. When you wish to speak, do not interrupt others. 2. Try to help someone once in a while. 3. Always try to find something good to say about another person. 4. Always be willing to learn new things (continued)
A. Home rules	I,A. Encourage the children to discuss rules which they follow at home. Record the rules and compare the likenesses and differences of the rules.	Ormsby, Virginia H. What's Wrong With Julio? East Washington Square, Philadelphia, Pennsylvania 19105: J. B. Lippincott Co., 1965.	
B. School rules	I,B. Have a child break a school rule by coming to class late, disturbing the other children, or tapping his pencil on his desk while a lesson is being taught. Ask the children how they think the class standards have been violated.	Williamson, Mel and George Ford. Walk On! New York: Odarkai Books, 1972. Patterson, Lillie. Frederick Douglass: Freedom Fighter. 750 Third Avenue, New York, New York 10017: Dell Publishing Co., 1965.	
C. Community rules	I,B. Divide the class into several groups and have each group dramatize a situation in which a friendship group had to make a decision about a rule. The rule could concern the need for following the leader to the cafeteria or the decision about an activity to play at recess.	Perrault, Charles. Cinderella. 597 Fifth Avenue, New York, New York 10017: Charles Scribner's Sons, 1954. Clure, Beth. Why Didn't I Think of That?, pp. 19-23. Glendale, California: Bowmar Publishing Corp., 1971.	
D. National rules			

CONTENT

The rules, realities, and ideals in our American society influence each individual.

LEARNING ACTIVITIES

I,B.C. Read the poem "Mary's Lamb" by Sarah Lucretia Hale.

Mary had a little lamb,
It's fleece was white as snow:
And everywhere that Mary went
The lamb was sure to go.

He followed her to school one day,
Which was against the rules.
It made the children laugh and play
To see a lamb at school.

(The boys and girls may think that the lamb broke the rule. Help the children to understand that the lamb does not know any better; therefore, he cannot be punished for breaking a rule. Mary knew better and should have exercised authority since the lamb was her responsibility.) Ask these questions:

1. Who broke a rule in the poem?
2. What was the rule?
3. Do we have a rule like this in our school?
4. What do you think would happen if we did not have this rule?
5. What other rules do we follow in school?
6. Who made sure that rules were followed in Mary's school?
7. Who makes sure that rules are followed at school?
8. How can girls and boys help each other to follow rules?

I,A-D. Formulate a rule which might be applicable to the behavior of children in other enviornments. For example: Formulate a rule for children living in

1. A jungle environment
2. A desert environment

(continued)

MATERIALS/RESOURCES

What Do You Do About Rules? from First Things.

Filmstrips (2), Record (1), $19.50. Producer: Guidance Associates of Pleasantville, New York 10570. Distributor: Harcourt Brace Javanovich, Inc., 757 Third Avenue, New York, New York 10017, 1970.

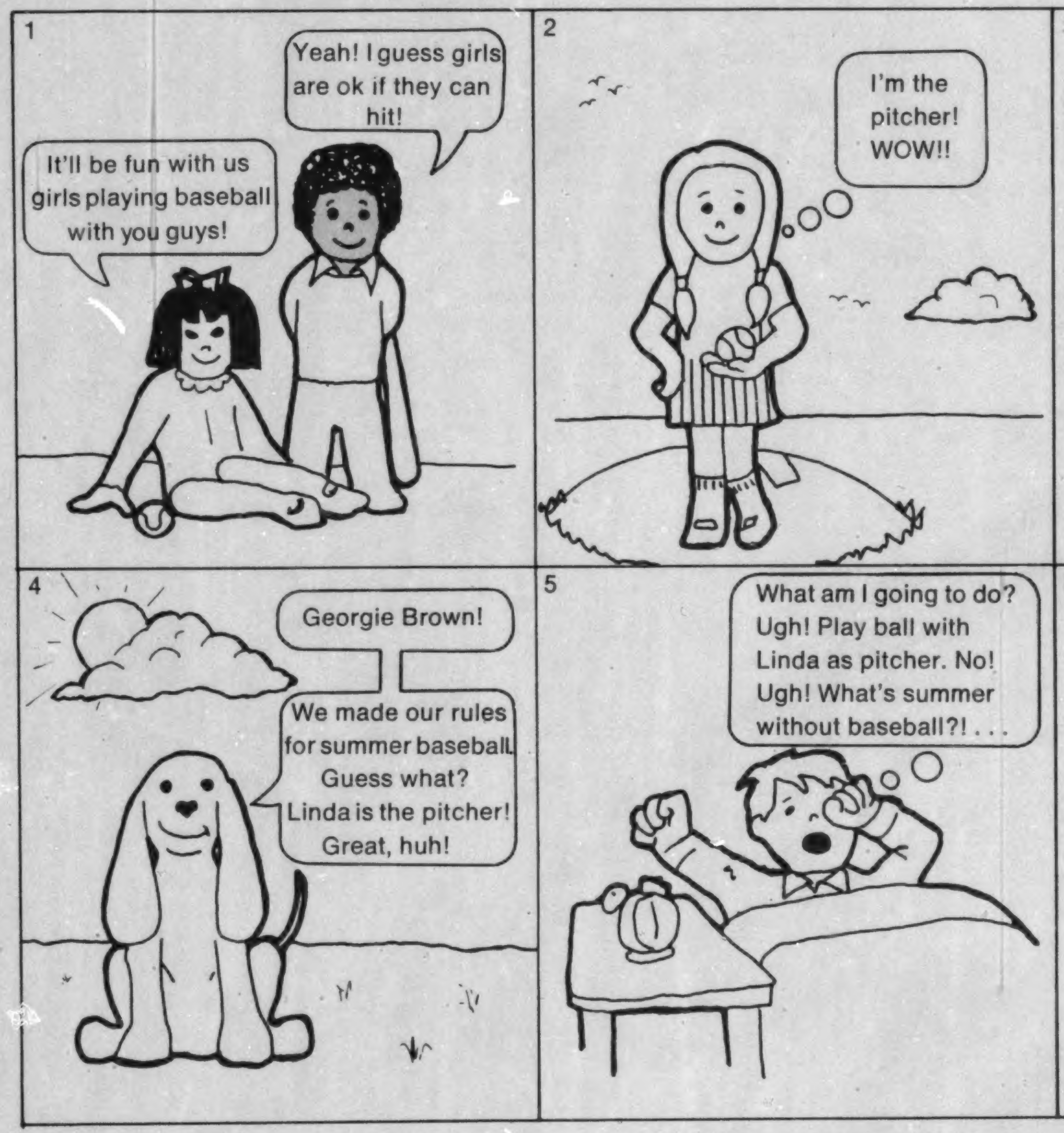
ASSESSMENT TASK

about people and to meet new people.

5. If you see trouble developing, try to stop it.

Cut up separate frames of comic strip characters and glue each frame separately to a piece of cardboard. Show each mounted picture and ask each child this leading question: What is happening in the picture? Then ask more specific questions. Compare the standards set by the class with those in the comic strip.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
The rules, realities, and ideals in our American society influence each individual.	3. A seashore environment 4. A mountain environment	
II. Identification of ideals versus realities A. The ideals B. The realities	II,A.B. Write the poem, "Dreams" by Langston Hughes, on chart paper and place it in an appropriate area as a hope for the future. "Dreams" by Langston Hughes Hold fast to dreams For if dreams die Life is a broken-winged bird That cannot fly. Hold fast to dreams For when dreams go Life is a barren field Frozen with snow.	Hughes, Langston. Don't You Turn Back: Poems by Langston Hughes. 201 East 50th Street, New York, New York 10022: Alfred A. Knopf, Inc., 1932.
	II,A.B. Cut out a star for each child in the class or allow each child to cut out his own. On his star, have the child draw a picture of something which he dreams will someday be a part of his world. Mount the stars on a bulletin board next to the poem "Dreams" by Langston Hughes. A variation of this activity might be to have each child draw two stars. On one star he would draw something that is part of his environment today (reality) and on the other, a picture showing how he would like to change or improve his present environment (ideal).	
III. Identification of reasons for conforming or failing to conform to established standards. A. Prejudice B. Non-prejudice	III,A.B. Set up a situation in which one child is ostracized because of appearance, age, color, sex, maturity level, or speech patterns. Indicate through the use of the following media, such as puppetry, a class film, or comic strip the reasons for showing feelings of prejudice or non-prejudice toward the child. III,A.B. Use the picture study kit Black America-Yesterday and Today, pictures 8 and 15. Discuss the reasons for conforming or not conforming to the established standards as depicted in the pictures. Talk about how these standards were changed. (See resource)	Carry, Helen Ward and Lathen, Levi. Black America-Yesterday and Today. Picture Study Kit. David C. Cook Publishing Co., 850 North Grove Avenue, Elgin, Illinois 60120. (III,A.B.)


1
It'll be fun with us girls playing baseball with you guys!
Yeah! I guess girls are ok if they can hit!
2
I'm the pitcher! WOW!!
3
School is over. It's time for baseball.
4
Georgie Brown!
We made our rules for summer baseball. Guess what? Linda is the pitcher! Great, huh!
5
What am I going to do? Ugh! Play ball with Linda as pitcher. No! Ugh! What's summer without baseball?! . . .

III A, B.

Reproduce and use the cartoon to show feelings of prejudice and non-prejudice.

LEVEL I — THEME IV: ACTION FOR EQUALITY: IDEALS AND REALITIES

Instructional Objective 2: Given a situation in which some form of insensitivity has been displayed, the learner will be able to identify the insensitive attitude involved in the situation.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Sensitivity is an important aspect of a child's interaction with other people and animals. I. Identification of self-awareness in one's environment A. Natural sense of right and wrong B. Ability to empathize with another person or thing C. Sense of fair play	I,A-C. Read the following poem, which shows a child who is uncaring of things smaller than himself, and ask the children how the poem made them feel. Have them tell how they would feel if they were... 1. The boy 2. The tiny fish 3. The crocodile. "The Cruel Naughty Boy" Anonymous Adapted from: Beastly Boys and Ghastly Girls. Poems collected by William Cole. There was a naughty boy, who sat upon the shore A-catching little fishes by The dozen and the score. And as they squirmed and wriggled there, He shouted loud with glee. "You surely cannot want to live, You're little-er than me." Just then with a malicious leer, and a capacious smile, Before him from the water deep, There rose a crocodile. He eyed the little naughty boy Then heaved a blubbering sigh, And said, "You cannot want to live, You're little-er than I." (continued)	Ets, Marie Hall. Gilberto and the Wind. Producer: Weston Wood Studio, Weston, Connecticut. Distributor: The Viking Press, 625 Madison Avenue, New York, New York 10022, 1963. Dinkmeyer, Don. Duso Kit D-1 Materials. Complete kit manual (1), Story Books (2), Posters (33 full-color 15" x 19"), Records (21-7"), Puppet and Puppet Props (11), Duso D-1 Metal case (1). $95.00. Producer and Distributor: Publishers Building, Circle Pines, Minnesota: American Guidance Service, Inc., 1973.	Have each learner identify the insensitive attitude given in a situation involving some form of insensitivity. Have the learner use his own natural self-awareness and sensitivity to the situation by responding to certain stimuli in the following ways: Provide each learner with finger painting paper and finger paints. The activity may take several days to complete in order to be most effective. Use records or tapes to play songs, stories, or rhymes. Excerpts from the selections should work well. The intent is to show opposite ways of treating people and things. 1. "The Boll Weevil"- A folk ballad which portrays a mean old bug who senselessly tries to destroy a farmer's crop. (continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Sensitivity is an important aspect of a child's interaction with other people and animals.	The fishes squirm and wiggle still, Beside that sandy shore, The cruel little naughty boy, Was never heard of more.		2. "Sing"-A song of love and friendship by the Carpenters. 3. "Cinderella"-The fairy tale which recounts the ill treatment which three sisters inflict on another sister.
II. Identification of ways in which a person or thing may be sensitive to a situation	II,A. Role play a situation in which a child has painted a picture and another child makes fun of his work. Ask the members of the class how they would feel in this situation. What could be done to promote good feelings?		4. "Mary Poppins"-A story of fun and happiness with children and their nursemaid.
A. A child and another child B. A child and an animal C. A child and an adult	II,B. Talk about living things which the children bring to share. Discuss why living things should be returned to their natural environment. Help the children to become more sensitive to insects by developing a better awareness of their usefulness. (See resource)	Lecht, Jane. Honey Bees from Books for Young Explorers. 17 and "M" Streets, Northwest, Washington, D.C. 20036: National Geographic Society, 1973. (II,B)	5. "Rumpelstiltskin"-A nasty old man tries to take away the only child of a lovely princess.
	II,B. Provide an opportunity for the children to see animals in a zoo. Help the children to be more aware of signs indicating the eating habits of the animals. Watch for the "Do Not Feed" signs. Discuss why these signs exist and why we should not feed certain animals. Discuss our responsibilities as visitors to the zoo.	Cohen, Miriam. Will I Have A Friend? 866 Third Avenue, New York, New York 10022: Macmillan Co., 1967. Scott, Anne Herbert. On Mother's Lap. 1221 Avenue of the Americas, New York, New York 10020: McGraw-Hill Book Co., 1972.	6. "The Wizard of Oz"-Fun and fear permeate the adventure of a young girl in a mythical land. 7. "Getting to Know You"-A song which deals with learning about and liking people.
	II,C. Use two telephones to role play a situation in which an adult is calling and a child is answering the call. Encourage the children to use good telephone manners, such as giving a pleasant greeting, taking messages, and laying the receiver down gently.	Steptoe, John. Stevie. 49 East 33rd Street, New York, New York 10016: Harper and Row, Publishers, Inc., 1969.	

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Sensitivity is an important aspect of a child's interaction with other people and animals.	II,A-C. IALAC Activity: Adapted from Health Education: A Curricular Approach to Optimal Health. Maryland State Department of Education. Read the story IALAC to the class. Follow up with this activity: Select and read to the group a story which involves a child whose feelings are frequently hurt. Give each child a piece of paper with IALAC written on it to represent the IALAC of the child in the story. Have him rip the IALAC each time the child's feelings (in the story) are hurt. Continue by asking: 1. Did we all rip our IALAC at the same time? 2. Why not? 3. Have your feelings ever been hurt? 4. How did you feel when your feelings were hurt? 5. How did you react? 6. What else could you have done? 7. Do you think you have ever been the cause of someone's hurt feelings? When? How? Why? 8. What could you have done to make the person feel better? Tell the children, "Perhaps you would like to wear an IALAC sign today, pinned to your dress or shirt, and you can rip it as your IALAC is ripped during the day. Then, at the end of the day, we can talk about what happened to your IALACS, how much we have left, and what feelings we experienced during the day.	Glasgow, Aline. Honschi. 52 Vanderbilt Avenue, New York, New York 10017: Parents' Magazine Press, 1972. Rockwell, Anne and Harlow. Olly's Polliwogs. 277 Park Avenue, New York, New York 10017: Doubleday and Co., Inc., 1970. Stull, Edith. My Turtle Died Today. 383 Madison Avenue, New York, New York 10017: Holt, Rhinehart, and Winston, Inc., 1964. Why Do We ...? Filmstrips (4), Cassettes (2). Color. Producer and Distributor: Educational Direction, Westport, Connecticut 11435, 1971.	Additions may be made to the preceding examples. As the teacher plays each excerpt, have the children paint their reaction to the record or tape. Allow them to draw a definite picture or do a design to display their feelings. When all the paintings are completed, ask each child to state how he felt in each situation. Write his responses under his own picture.

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Sensitivity is an important aspect of a child's interaction with other people and animals.	At the end of the day ask: 1. What events took place when some IALACS were torn? 2. Do we feel any responsibility for causing someone's IALAC to be ripped? 3. What would it require of each of us to be more sensitive to others? (Thinking before acting or speaking) 4. Do teachers, as well as students, rip others' IALACS? 5. Do teachers, as well as students, get their IALACS ripped? "THE STORY OF IALAC" (Self-Concept--Strategy I) IALAC means "I am lovable and capable." Deep down inside each child has the belief that he *is* a lovable and capable human being. Story: (Picture the IALAC as a large rectangular piece of oak tag. If each traumatic incident that occurs destroys some of Johnny's self-confidence, this oak tag could be ripped apart accordingly. How much can remain by bedtime?) This is the story of Johnny: Each morning Johnny awakes with his IALAC whole and complete--he feels good about himself. Then, Johnny's mother yells angrily from the kitchen, "Get out of that bed! Didn't you hear your sister wake you? You cause *everyone* extra trouble every morning." Johnny feels a little guilty (rip). He gets up and begins getting dressed but he can't find his shoes. "I'm getting sick and tired of keeping your breakfast hot, Johnny! Sometimes I don't even care if you have any!" (rip) his mother yelled. Soon he comes to the kitchen to eat, but it's hard to do with his mother staring angrily at him. (rip)	

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Sensitivity is an important aspect of a child's interaction with other people and animals.	Finally, Johnny was on his way to the bus stop. He saw his friend, Greg, and ran to catch up, but he tripped and his books and math homework went flying into the dirt. What would his teacher say about his dirty paper? (rip) She'd *never* believe he couldn't help it. (rip) The school day began with the weekly facts test. He wasn't too good at his multiplication facts, but he had studied them last weekend and knew them reasonably well at that time. After the test, they exchanged papers to check their answers. Becky leaned over and whispered, "Ha, ha, Johnny! You got ten wrong and *I* didn't miss any!" (rip) Johnny's teacher collected the papers and said, "Johnny, I thought you had studied. (rip) You can do better than that." (rip) Later, Johnny went to lunch, worrying if his mom would still be angry with him after school. He didn't see the boy next to him and bumped into him, spilling the boy's tray of food everywhere. The boy growled, "Why don't you watch where you're going, dummy!" (rip) At recess Johnny was picked number ten in the kickball game (rip) and his friend, Greg, was number two--again. (rip) The afternoon went well and when Johnny got home, he was relieved to find his mother glad to see him. Before supper, his dad said, "I hear you gave your mother a lot of trouble about getting ready for school on time today. We're tired of talking to you about it--the next time you don't hurry up, I'm going to give you a good spanking when I get home!" (rip)	

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Sensitivity is an important aspect of a child's interaction with other people and animals.	After supper Johnny asked his dad if he'd help him with his multiplication facts. "Can't you see I'm reading the paper, son? (rip) Go ask your mother." His mother said, "Oh Johnny! You mean you *missed* ten! (rip) You should be able to remember how to do them for one week!" (rip) Later that night when Johnny climbed into bed, he didn't have *much* IALAC left. A lot of other little things had ripped and torn it, too. He didn't know exactly *why* he felt so forlorn as he fell asleep... but he hoped tomorrow would be better.	

LEVEL I -- THEME IV: ACTION FOR EQUALITY: IDEALS AND REALITIES

Instructional Objective 3: Given an understanding of the basic rights of every individual, the learner will be able to identify those responsibilities which every individual must assume before he can fully enjoy these rights.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Everyone needs to exercise his rights and assume his responsibilities.	I,A-C. Present the film, or read the story, "Evans Corner," to show how one individual exercised his rights and assumed his responsibilities.		Have each learner identify those responsibilities which must be assumed by every individual before he can fully enjoy his rights by preparing individual rights and responsibilities books. Design each page of the book to contain a different medium for conveying the teacher's ideas. Choose from the following: 1. Pictures cut from magazines 2. Pictures made from newspaper scraps 3. Colored chalk drawing 4. Magic marker drawing 5. Cartoon drawing 6. Crayon etching 7. Collage drawing 8. Sponge painting 9. Gadget painting 10. Torn paper picture The learner should have a page with a picture depicting a "right"-something which he has, or is allowed to do, or something which is important to him.
I. Identification of one's rights and the rights of others in one's environment	I,A. Use the story, "The Little Red Hen," through role play, puppetry, record, filmstrip or book to further explain an individual's rights and responsibilities. (See resource)	Galdome, Paul. The Little Red Hen. 815 Second Avenue, New York, New York 10017: Seabury Press, Inc., 1973. (I,A)	
A. At home			
B. At school C. In the community	I,A-C. Talk about and record in chart form a list of rights to be exercised in the home, school, and the community. Ask the class, "What responsibilities go with these rights?"	The Adventures of the Lollipop Dragon. Filmstrips (6), Records (3), Guides (6), Coloring Book (1). Color. Producer: Society for Visual Education, Inc. Distributor: Singer Education Division, 1345 Diversey Parkway, Chicago, Illinois 60614, 1974.	
II. Identification of earned and natural rights in one's environment A. Natural rights Example: The right to a birthday once a year B. Earned rights: Example: Reinforcement for doing something well	II,A,B. Discuss the meaning of natural and earned rights. On a bulletin board, display pictures which depict activities involving natural and earned rights. Have the children label the pictures, natural or earned rights. How are responsibilities and rights related? Explain.	Guess Who's in a Group? Filmstrips (3) and record (1). $18.00. Time: Part I - 6 min., Part II - 7 min., Part III - 5 min. Color. Producer: Guidance Associates, Pleasantville, New York 10570. Distributor: Harcourt, Brace, Jovanovich, Inc., 757 Third Avenue, New York, New York 10017, 1970.	

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Everyone needs to exercise his rights and assume his responsibilities.	III,A-C. Use the poem "Sarah Cynthia Sylvia Stout" by Shelly Silverstein to show what happens when a child does not accept responsibility.	"Sarah Cynthia Sylvia Stout" by Shelly Silverstein, Adapted from Beastly Boys and Ghastly Girls-Poems collected by William Cole, Cleveland, Ohio: World Publishing Co., 1964.	Opposite the right, should be a picture depicting a "responsibility"-Something he feels he must do in order to be allowed to enjoy the right and to assume the privileges that go with it. Give the learner a sample sentence to assist him.
III. Identification of responsibilities in one's environment A. Personal responsibilities to other people or things B. Personal responsibilities to oneself C. Responsibilities of others to an individual	Sarah Cynthia Sylvia Stout Would not take the garbage out! She'd boil the water And open the cans And scrub the pots And scour the pans And grate the cheese And shell the peas And mash the yams And spice the hams And make the jams. But though her daddy Would scream and shout, She would not take the garbage out. And so it piled up to the ceilings: Coffee grounds, potato peelings, Moldy bread and withered greens, Olive pits and soggy beans, Cracker boxes, chicken bones Clamshells, eggshells, stale scones, Sour milk and mushy plums, Crumbly cake and cookie crumbs, At last the garbage piled so high That finally it reached the sky. And none of her friends Would come to play. And all the neighbors moved away. And finally Sarah Cynthia Stout Said, "I'll take the garbage out." But then, of course, it was too late. The garbage reached beyond the state From Memphis to the Golden Gate. And Sarah met an awful fate, Which I cannot right now relate Because the hour is much too late. But children, think of Sarah Stout And always take the garbage out.	Galdone, Paul. The Little Red hen. 815 Second Avenue, New York, New York 10017: Seabury Press, Inc., 1973. Evans Corner. $295.00. Time: 23 min. Color. Producer: Stephen Bosustow. Distributor: BFA Educational Media, 11559 Santa Monica Boulevard, Los Angeles, California 90025, 1969. Hill, Elizabeth Starr. Evan's Corner. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart and Winston, 1972.	Example: *Right* — *Responsibility* If I want to ... — Then I must ... If I can ... — Then I must ... If I am to have ... — Then I must ... The teacher may wish to have the children write these headings at the top of their pages and complete the sentence on their own. When the books are completed, bind them with hardback covers. 1. Staple all of the pages of the books together evenly. Leave a margin on the left side for binding tape. 2. Prepare a title page and staple it to the front of the book. (continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Everyone needs to exercise his rights and assume his responsibilities.	III,A-C. Make a picture word chart of the poem. Place this chart beside a mural paper and allow the children to make an "add on" illustration of the poem. Provide at least three days for this activity. III,A-C. Set up an "arbitration" system in the class. The emphasis should be on preventing conflicts *before* they occur. Allow the class to elect a class arbiter. Emphasize that the person chosen should be fair and responsible. Have the teacher act as the arbiter for the first two weeks of this experiment to set an example for the rest of the class. The function of the arbiter is to suggest ways of resolving a conflict without a physical or verbal battle. Alternative methods of resolving the matter should be suggested. Example: Two boys on the playground are about to have a fist fight over a dispute which involves a ball. A child should alert the arbiter. (If need be, the teacher should always have the final suggestion for the means of resolving the conflict.) The following are examples of alternatives to be used. 1. Both children should give their sides of the story. 2. The ball should be shared by all involved. 3. The ball shall be used by one of the people today and by the other tomorrow. 4. An adult should be asked for advice because the children will not cooperate. If the teacher feels that the children are not old enough to handle the responsibility of arbitration, request an upper grade child to serve in this capacity.	But It Isn't Yours from First Things. Filmstrips (2), Records (1). $19.50. Producer: Guidance Associates, Pleasantville, New York 10570. Distributor: Harcourt, Brace, Jovanovich, Inc., 757 Third Avenue, New York, New York 10017, 1970.	3. Use two pieces of heavy cardboard, about one inch longer and one inch wider than the pages which are to be inserted. 4. Use material of bright colors and thin texture to cover the cardboard. Glue the material firmly to the cardboard. Overlap the material on the inside covers. 5. Place and glue a piece of construction paper on the front and back inside covers to prevent any cardboard from showing. 6. Use bookbinding tape to attach the two pieces of cardboard together and to secure the pages in the book. 7. If bookbinding tape is not available, use masking tape to fasten the two covers together on the inside and to attach the pages to the cardboard. 8. Use a piece of colored mystic tape on the outside to secure the two pieces of cardboard together. Have the children share their books with the class and then place them in the media center.

LEVEL I -- THEME IV: ACTION FOR EQUALITY: IDEALS AND REALITIES

Instructional Objective 4: Given concrete evidences of some inequalities, the learner will be able to state solutions for resolving the inequalities.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Inequalities exist in our society. I. Ways of eradicating inequalities in our society A. Belief in the equal worth of every person B. Involvement in activities which contribute to the understanding of all people	I,A. Use large lettering to make the sign, "Let There Be Brotherhood and Let It Begin With Me." Use sentence strips and a magic marker to write what each child feels he might do to promote equality among all people. Write the child's thought on the sentence strip; have him sign his name to the sentence. An example might be: "I will give a smile and a happy wave of my hand to all I see." Arrange each of the strips around the Brotherhood Slogan.	Shaftel, Fannie and George. People in Action. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart and Winston, Inc., Subsidiary of Columbia Broadcasting System, 1970.	Have each learner state solutions for resolving some inequalities. Decide on a course of action for saving the lives of two goldfish whose very existence is threatened by the teacher. Establish a time limit for the activity.
	I,A. Use the song "Happy Talk" from the Rodgers and Hammerstein musical, South Pacific in which a young Polynesian girl teaches this song to an American. Emphasize that this song is an excellent one to help raise one's spirits and to teach to a friend who is unhappy. Also, "Happy Talk" means thinking happy thoughts about the future. Teach the song to the class. Then ask the children to teach it to a friend or relative to promote better understanding among people. (See resource)	"Happy Talk" from South Pacific. Rodgers and Hammerstein. Radio Corporation of America (I,A), 1958. Odry, Janice May. What Mary Jo Shared. Chicago, Illinois: Albert William and Co., 1968.	In class, arrange two goldfish bowls with two goldfish in each bowl. Plan one goldfish bowl environment to be totally clear and clean. Provide this bowl of goldfish with clean water and beautiful scenery. Plan the other goldfish bowl environment to be dirty and polluted. Place dirt, pebbles, and sand into this bowl along with small objects, such as a dirty nail. Inform the children that one set of goldfish is not as good as the other set of goldfish. The sets
	I,B. Teach the children the following song in English and in French: ("Tell Me Why") or "Dites-Moi" from the movie South Pacific by Richard Rodgers and Oscar Hammerstein. (See resource) It is a French (continued)	"Dites-Moi" from South Pacific. Rodgers and Hammerstein. Radio Corporation of America (I,B), 1958.	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Inequalities exist in our society.	folk tune sung by two small children translated into English: "Tell me why life is so beautiful and gay? Is it because you love me?"		should, therefore, *not* be treated equally. Have the children react to this statement.
II. Factors which may change pre-judicial attitudes A. Formal education	II,A-E. Have a question board in the class. On the board mount questions which the children may have concerning inequalities. Allow a few minutes each day to answer or decide how to find the answer to some of the questions.	Hubbard, Alice and Babbitt, Adeline. The Golden Flute: An Anthology of Poetry for Young Children. 257 Park Avenue, South, New York, New York 10010: John Day Company, Inc., 1932.	Have them suggest solutions for equalizing the two sets of goldfish. Example:
B. Personal experiences C. Vicarious experiences D. Personal associations with others E. Spontaneous and impromtu experiences	II,A-E. Use the following poem which deals with friendships among all children. "Other Children" by Helen Wing (Adapted from The Golden Flute: An Anthology of Poetry for Young Children. selected by Alice Hubbard and Adline Babbitt, the John Day Co., New York) Some children live in palaces Behind an iron gate And go to sleep in beds of gold Whenever it gets late. Some other children live in tents With feathers all around And take their naps in blankets That are spread upon the ground. And way up north the children live In houses built of ice And think that beds made out of fur Are really very nice. (continued)		Both sets of goldfish should be allowed to live in a happy and clean environment, so I think: (1) We should move the first one out of the dirty environment into the clean environment. (2) We should take the fish out of the dirty environment and make it clean. Then let them live in it again. Record individual responses to the statement as well as solutions to the problem.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Inequalities exist in our society.	In countries where the nights are hot Without a single breeze The children sleep on bamboo beds That fasten in the trees. Some day I think I'll travel round And visit every land And learn to speak the language that Each child can understand. They'll teach me how to play their games And, if they want me to I'll show them different kinds of tricks That I know how to do. They'll want to ask me questions then And I will ask them others Until at last we understand Like sisters and like brothers. Have each child draw a large picture of a child from another country or of himself. Cut out the pictures and place them in an appropriate area. Arrange the pictures of all the children standing together and holding hands.	
	II,A-E. Read the poem, "Brothers" by Langston Hughes. (See resource) We're related-you and I You from the West Indies, I from Kentucky. Kinsmen-you and I, You from Africa, I from the U.S.A. Brothers-you and I. Use construction paper or blank white paper to cut out the large letters: B-R-O-T-H-E-R-S. Have the children use magazines and newspapers to select pictures which illustrate (continued)	Hughes, Langston. Don't You Turn Back: Poems by Langston Hughes. 201 East 50th Street, New York, New York 10022: Alfred A. Knopf, Subsidiary of Random House, 1969.

CONTENT

Inequalities exist in our society.

LEARNING ACTIVITIES

displays of brotherhood. Cut out these pictures, paste them around the letters, and display them for the entire school.

II,A-E. Teach the following song as a musical experience or use it as a poem. Before teaching the song, have the children participate in experiences which will help them to understand the concept of "together." Have the children do the following activities:
1. Sit together in a group and talk to each other quietly.
2. Sit together in a circle and hold hands to play a game.
3. Stand together and sing a song.
4. Do an assignment together in small groups.
5. Work together on a fun project, each helping the other.

In teaching this song, be sure the children are together; they may be together in an organized group or together informally.

"Get Together"

Love is but the song we sing
and fear's the way we die
You can make the mountains ring
or make the angels cry
Know the dove is on the wing
and you need know not why.

Come on people, now
smile on your brother
Let's get together
Start to love one another right now.

Some will come and some will go
and we shall surely pass
When the one who left us here
returns for us at last
We are but a moment's sunlight
fading in the grass
Come on people ...

(continued)

MATERIALS/RESOURCES

916 Kearny Street, San Francisco, California: SFO Music, Inc., 1963.
Song adapted from: Journey to Freedom. 1139 South Wabash Avenue, Chicago, Illinois 60605: Swallow Press, Inc., 1969.
Recorded by The Kingston Trio and by others. (II,A-E)

CONTENT

LEARNING ACTIVITIES

MATERIALS/RESOURCES

Inequalities exist in our society.

We can love our brothers now
though they are black or white
We can love our brothers now
though they are yellow or red
It makes no difference what color he is
just so a man's a man
Come on people...

If you've heard the song I sing
then you must understand
You hold the key to love and fear
all in your trembling hand.
One key unlocks them both you know
and it's at your command
Come on people...

(See resource)

II,A-E. Use the poem, "An Itch" to display the concept of brotherhood in a simple manner.

"An Itch"
by Larry Kirkman

One day
 I itched
  On my back.

I couldn't reach it
 I couldn't itch it

  But my friend
   Loved to scratch.

And he wrote his name
On my back
With his fingernails-

Teach the poem to the class and have the children give other examples of things which they might be unable to do without the help of their friends.

SUPPORTIVE LEARNING ACTIVITIES FOR EARLY CHILDHOOD

The supportive learning activities for Level I have been devised and selected by specialists in early childhood education for use in classrooms from kindergarten through the second grade. In devising these activities, the specialists have been keenly aware of all the dimensions of the child's world. First, they have considered the child himself as the center of the learning program. Then they have included the people, the places, the things, the experiences - both in school and out - that surround and influence the child.

These activities are intended as a supplement to those in the units preceding this section. Teachers are encouraged to use these activities in units or separately, according to their appropriateness. Some activities in this section can be substituted for other activities in the preceding units.

When using this material, the teacher will note that some activities described in Level I - Early Childhood - may also be used in Level II - Elementary. These activities may readily be adapted to the maturity level of the children, and the teacher should use them accordingly.

The check list that introduces the activities makes it easy for the teacher to check those she has used. A brief comment on the success of each activity with suggestions for improvement and/or variations will help to refine this guide to intergroup education.

LEVEL I: SUPPORTIVE LEARNING ACTIVITIES

1. Me, Myself, and I
2. Do What I Do
3. How Does Our Garden Grow?
4. Family Roles
5. I Belong
6. Building A Community
7. Come-Celebrate
8. Symbols
9. Time Line
10. What's In A Name?
11. Do You Understand Me?
12. A Puppet Story
13. Let's Visit

LEVEL I - EARLY CHILDHOOD

TITLE	PURPOSE	LEARNING ACTIVITIES
1. ME, MYSELF, AND I	To express feelings children have about themselves and their situations	Share poetry and other creative writings of children. The teacher may guide the children in their own creative writing by suggesting unfinished sentences such as, "I wish I were ______________ because ______________," or "If I lived in the city, I would ______________," or "If I lived in the suburbs, I would ______________."
		Have the children create poems about themselves. Example: "ME JIM" Me Jim Like to build blocks Waiting for snacks Play ball with Tim. Children may also create simple songs and rhythms about themselves.
		Make a video tape or movie of the creative stories, poems, songs, and rhythms written in the above activities. The children may recite and dramatize these stories and poems.
2. DO WHAT I DO	To develop a positive self-image by discovering that each person has things that he can do well	Have the children participate in various activities, such as skipping, hopping, jumping over an obstacle, catching or bouncing a ball, jumping rope, picking up a heavy object, drawing a designated object. The children decide which activities are difficult, which are easy. Bring out the fact that some activities are easy for some people, yet more difficult for others. Emphasize the idea that each person has things that he can do well.
3. HOW DOES OUR GARDEN GROW?	To appreciate the worth and dignity of each person	Have the children bring in photographs of themselves and help them cut out the portions of the photographs which show the head and shoulders. Have them cut out pictures of flowers from seed catalogues or gardening magazines and paste their pictures on the flower petals. Their names may be written on (continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		the flower petals. Each child may put his flower on the bulletin board under the title "Children's Garden."
4. FAMILY ROLES	To develop an appreciation for the interrelationship of families as they contribute to one's basic needs	Have the children role-play various members of the family. The class may plan a class-family picnic. Include parents in the planning. As a result of this activity, families may become acquainted and may visit each other.
5. I BELONG	To develop a feeling of "belonging" to the school and to the community	Have the children take walking trips around the school so that they will become familiar with the school and feel that they are an integral part of it. The children start a map of the school and expand it as they become familiar with places in the school. The children take walking trips into the community, make a map of the community, and expand it as trips are taken. Have the children show each other the locations of their home and the routes they use to come to school. The map may be duplicated so that each child has a copy for his use.
6. BUILDING A COMMUNITY	To develop an awareness of the feelings which people have about the place in which they live, and an understanding of these feelings	Have the class discuss the characteristics of a city or a town and plan a community. The children may collect pictures of buildings and homes, or they may design their own from various materials. Hollow or unit blocks may be used effectively for constructing a representation of a community. When the community is built, the children may discuss how they might feel about living in its different sections.
7. COME-CELEBRATE	To compare the holidays of various ethnic groups in order to develop a better understanding of the different cultures	Use Holidays Around the World to select holidays from several ethnic groups. Compare the ways in which holidays are celebrated. The class may select one of the holidays and plan to celebrate it. Reference: Gaer, Joseph. Holidays Around the World
8. SYMBOLS	To show the universality of non-verbal communication	Find examples of various types of danger signals. Have the children discuss the meaning of the symbol. Have the children find other types of symbols and tell what the symbol means

(continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		to them (e.g., poison labels). The children may create a class or school emblem and explain its meanings. Provide a learning station for which symbols can be made and have the children make these symbols. Include in the center examples of international road signs and have the children tell: What the symbol is- What it means- Where it may be found- How it may be used-
9. TIME LINE	To respect each other as individuals, to appreciate ethnic identity as a part of self-identity, and to understand that one's culture is that which he knows best	Have each child develop a time line in pictograph form and show noteworthy events which relate to the child's experiences within the school and the family. Divide the time line into the months of the year. Fill in birthdays, holidays, and special school or family events.
10. WHAT'S IN A NAME?	To trace origins of names as they reflect cultural influences	Using the names of the children in the class, compile a list of names, their meanings, and countries of origin. Examples: Jacques-John-French Juana-Jane-Spanish Paolo-Paul-Italian Stanislas-Stanley-Polish After reading Nu Dan and His Kite, by Jacqueline Ayer, or Gilberto and the Wind, by Marie Ets, find out what the names mean, their possible origins, their cognates in another language, and the origin of nicknames. Have the children fold pieces of construction paper lengthwise and write foreign names in large double letters against the fold. Cut out the names without cutting them apart. Mount each design on contrasting colored paper. Children may add features and clothing which suggest how the person may look.

TITLE	PURPOSE	LEARNING ACTIVITIES
11. DO YOU UNDERSTAND ME?	To develop a respect for various languages, and to recognize the universal use of some expressions	Learn simple words and phrases such as "Good Morning," "How are you," "My name is ______________" in other languages. My name is ______________: Je M'appelle ______________ (French) Me Llamo ______________ (Spanish) Thank you: Arrigato (Japanese) Merci (French) Grecias (Spanish) Good Morning: Bokar Tov (Hebrew) Dobre Dehn (Russian) Guten Morgen (German) Learn a simple song in another language.
12. A PUPPET STORY	To develop a sensitivity to the feelings of another child who experiences rejection through prejudice	Read to the children the story Bright April. Have the class discuss the feelings of April, Phyllis, and Mother at different times in the story. The children may make and use puppets to dramatize the story for another class. Reference: DeAngeli, Marguerite. Bright April.
13. LET'S VISIT	To dispel prejudice through interaction with children in another school	Exchange visits with a class from another school. Have the children in both classes introduce themselves. Each class may present a short preplanned program which includes getting acquainted games. The children may exchange pictures and tapes. The host class may serve refreshments which the children have prepared.

SELECTED BIBLIOGRAPHY

LEVEL I -- Theme 1

A. Books

Adoff, Arnold. *Black Is Brown Is Tan*. 10 East 53rd Street, New York, New York 10022: Harper and Row Publishers, Inc. $4.95. 1973.

Tells about a family with "all the colors of the race."

Aliki, Diogenes. *My Five Senses*.Rt. 9W, Englewood Cliffs, New Jersey 07632: Prentice-Hall, Inc. $3.95. 1962.

Develops the child's understanding of his senses, what they are, what he learns through them about the world around him. This is done with simple words and sparkling pictures.

Aliki, Diogenes. *A Weed Is a Flower: The Life of George Washington Carver*. 70 Fifth Avenue, Englewood Cliffs, New Jersey 07632: Prentice-Hall, Inc. $.95. 1970.

A biography "of the man who was born a Negro slave but lived to become one of America's greatest research scientists."

Andry, Andrew C., and Krotka, Suzanne. *Hi, New Baby*. 630 Fifth Avenue, New York, New York 10020: Simon and Schuster, Inc. $4.95. 1970.

Speaks simply to children about the new arrival and problems of jealousy. They explain that an older child can take pride in and can help with the baby.

Anglund, Joan Walsh. *What Color is Love?* 757 Third Avenue, New York, New York 10017: Harcourt, Brace, Jovanovich, Inc. $2.75. 1966.

Discusses the importance of color in our lives and explains that even though color is beautiful to see, what we feel in our hearts is more important.

Baer, Edith. *The Wonder of Hands*. 52 Vanderbilt Avenue, New York, New York 10017: Parents' Magazine Press. $4.95. 1970.

Presents delightful black and white photographs of hands, both busy and empty, of all ages and colors (races).

Bend, Jean Carey. *Brown Is A Beautiful Color*. Subs. of Grolier, 845 Third Avenue, New York, New York 10022: Watts, Franklin, Inc. $3.95. 1969.

Points out that brown is everywhere and delightfully describes the beauty of brown in verse and illustrations.

A. Books (continued)

Bendick, Jeanne. Place To Live. 52 Vanderbilt Avenue, New York, New York 10017: Parents' Magazine Press. $4.59. 1970.

Tells about places where children everywhere may live and emphasizes that though names may be different, we all have them.

Brenner, Barbara. Bodies. 201 Park Avenue, South, New York, New York 10003: E.P. Dutton and Co., Inc. $4.95. 1973.

Shows sensitive black and white photographs of human and animal bodies of all ages, colors (races), and sizes.

Brenner, Barbara. Faces. 201 Park Avenue, South, New York, New York 10003: E.P. Dutton and Co., Inc. $4.95. 1970.

Uses black and white photography to show that all faces are different, yet all have a mouth, a nose, two ears, and two eyes. The simple text explains how each organ is used and tells about some of the sights, sounds, smells, and tastes that may be experienced through them.

Buckley, Helen. Grandmother and I. 105 Madison Avenue, New York, New York 10016: Lothrop, Lee, and Shepherd Co. $4.32. 1966.

Shows how Grandmother's lap is just right for many things; such as sitting and thinking when you have the measles.

Charlip, Remy and Mary Beth, and Ancona, George. Handtalk: An ABC of Finger Spelling and Sign Language. 52 Vanderbilt Avenue, New York, New York 10017: Parents' Magazine Press. $4.89. 1974.

Enables a child to see and use finger spelling and sign language at a primary level. Dramatizes facial expressions and body movements to convey alphabetical signs. Illustrated by color photographs of people of various ethnic groups.

Clifford, Eth and David. Your Face Is A Picture. E.C. Seale and Co., Inc. $10.00. 1963.

Utilizes photographs of children displaying feelings and emotions.

Collins-Ahlgren, Marianne. Night-Day-Sleep-Play: A Bank of Opposites in Sign English. 7th and Florida Avenue, N.E., Washington, D.C. 20002: Gallaudet College Press. 1974.

Shows basic signs with excellent illustrations of antonyms. This book was written for primary children; however, it is good for any age.

A. Books (continued)

Dunn, Phoebe and Tris. Feelings. 515 North Front Street, Mankato, New Mexico 56001: Creative Educational Society, Inc. 1971.

Shows young children expressing anger, guilt, fear, jealousy, and other emotions. The short text is sympathetic and sometimes offers helpful suggestions.

Ets, Marie Hall. Talking Without Words. 625 Madison Avenue, New York, New York 10022: Viking Press, Inc. $.75. 1968.

A little boy expresses his feelings to animals, close friends, and members of his family.

Fenton, Carroll Lane, and Turner, Eloise Fain. Inside You and Me: A Child's Introduction to the Human Body. 257 Park Avenue, South, New York, New York 10010: John Day Co., Inc. $3.98. 1961.

Explains in rhythmic prose the fundamentals of human anatomy, beginning with the skeleton as the framework and including muscles, arteries, veins, heart, and lungs.

Freeman, Don. Corduroy. 625 Madison Avenue, New York, New York 10022: The Viking Press. $.95. 1968.

Tells how a stuffed bear in a department store goes looking for the missing button from his overalls and ends up with what he wants most of all, a home.

Gelb, Donald L. What Will I Be From A to Z. Chicago, Illinois: National Dairy Council. Free. 1967.

Presents stories about career awareness on a primary level.

Hautzig, Esther. In the Park: An Excursion in Four Languages. 866 Third Avenue, New York, New York 10022: MacMillan Co. $4.95. 1968.

Describes the universal delights that children find in a park in New York, Paris, Moscow, or Madrid. Includes phonetic guides, glossary, and the Russian alphabet. It is a multilingual picture book.

Hopkins, Lee Bennett. Me: A Book of Poems. 815 Second Avenue, New York, New York 10017: Seabury Press, Inc. $4.95. 1970.

Utilizes poetry to show everyday activities, such as taking a bath, losing a tooth, friendship and hate. Uses contemporary approach.

Keats, Ezra Jack. Goggles! 866 Third Avenue, New York, New York 10022: MacMillan Co. $.95. 1969.

Tells the story of two black inner city boys who find a pair of goggles and outsmart some teenagers.

A. Books (continued)

Lisker, Sonia O. I Can Be. 10 East 40th Street, New York, New York 10016: Hastings House Publishers, Inc. $3.95. 1972.

Tells about a small boy who pretends that he is a one man zoo with one lively impersonation after another. This annoys his sister and delights the neighborhood gang.

Lubell, Cecil and Winifred. Picture Signs and Symbols. 52 Vanderbilt Avenue, New York, New York 10017: Parents' Magazine Press. $4.95. 1972.

Shows various signs and symbols taken from many different areas of the environment.

Meeks, Esther, and Bagwell, Elizabeth. Families Live Together. 1010 West Washington Boulevard, Chicago, Illinois 60607: Follett Publishing Co. $3.48. 1969.

Portrays everyday living in a family and the warm, loving relationships between family members. Recommended as a learner and a teacher reference.

Merriam, Eve. Boys and Girls, Girls and Boys. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart, and Winston. $4.59. 1972.

Depicts interchangeability of roles. Marcia plays the drums, Marvin takes piano lessons, and they both help their fathers clear away the dinner dishes.

Ness, Evaline. Exactly Alike. 597 5th Avenue, New York, New York 10017: Charles Scribner's Sons. $1.25. 1964.

The story of Elizabeth, a little girl who had an extraordinary problem. She had four freckled brothers who all looked exactly alike.

Piper, Watty. The Little Engine That Could. 1055 Rronx River Avenue, Bronx, New York 10472: Platt and Munk, Inc. $2.97. 1954.

Tells of the little blue engine which offered its service, doubtfully at first, but finally with determined and confident effort pulled the cargo over the mountain.

Purdy, Susan. If You Have a Yellow Lion. East Washington Square, Philadelphia, Pennsylvania 19105: J. B. Lippincott Co. $2.95. 1966.

Introduces young children to the magic of color mixing by showing how yellow can be turned into orange, blue into green, etc. The author-illustrator uses rhyming lines.

A. Books (continued)

Radlauer, Ruth and Ed. Colors. 622 Radier Drive, Glendale, California 91201: Bowmar Publishing Corp., from Early Childhood Series, Part III. Record: $1.99; Hardcover Book: $3.24. 1968.

Presents to the learner the fact that he lives in a world surrounded by color, which shows beauty, variety, and excitement.

Reiss, John J. Colors. 2 Overhill Road, Scarsdale, New York 10583: Bradbury Press, Inc. $5.95. 1969.

Presents an introduction to the primary and secondary colors through pictures of things to eat and wear; and of animals to chase.

Saulnier, Karen Luczak. Questions and More Questions in Signed English. 7th and Florida Avenue, N.E., Washington, D.C. 20002: Gallaudet College Press. $4.50. 1973.

Provides elementary questions and answers in sign language. The sentences are simple ones. The illustrations are easily understood.

Scott, Ann Herbert. Sam. 1221 Avenue of the Americas, New York, New York 10020: McGraw-Hill Book Co. $3.95. 1967.

Presents the story of Sam, a little boy who is very lonely. Everything he does seems to annoy the members of his family until his mother recognizes his dilemma and finds something for him to do.

Showers, Paul. Look at Your Eyes. 201 Park Avenue, S., New York, New York 10003: Growell, Thomas Y. Co. Subs. of Dunn and Bradstreet. $3.95. 1962.

Uses a black child's daily activities as a focal point for describing the function of the eyes.

Udry, Janice May. What Mary Jo Shared. 560 West Lake Street, Chicago, Illinois 60606: Whitman, Albert and Co. $3.95. 1966.

Tells how sharing time at school caused problems for Mary Jo, who had nothing to share until a bright idea struck her. She shared her father.

Wright, Mildred Whatley. Sky Full of Dragons. Box 2028, Austin, Texas 78767: Steck-Vaughn Co. $3.99. 1969.

Tells about Lee Chow who lives in San Francisco with his grandfather and a great chest filled with wonders from China. He had no friends until his grandfather created, for him, a sky full of dragons.

A. Books (continued)

Yudell, Lynn Denna. Make a Face. 34 Beacon Street, Boston, Massachusetts 97106: Little, Brown, and Co. $4.95. 1970.

Shows that children love to make faces and explore their own feelings by imitating expressions. Shows how the parts of the face, eyes, eyebrows, nose, mouth, and teeth work together to express emotions.

Zemach, Harve. Nail Soup. 1010 Washington Boulevard, Chicago, Illinois 60607: Follet Publishing Co. $4.50. 1964.

Convincing a penny-pinching woman that she should house and feed him for one night is difficult for a tramp to do. Planning a soup meal made from one nail and using lots of "flavoring" from the woman's cupboard, he solves his problem. (A Swedish folk tale.)

Zolotow, Charlotte. If It Weren't For You. 49 East 33rd Street, New York, New York 10016: Harper and Row Publishers, Inc. $3.95. 1966.

The story of an older brother who muses about all the advantages he would have if he were an only child, until he comes to one very cogent disadvantage.

B. Films and Filmstrips

1. Films

Hailstones and Halibut Bones. Mary O'Neil. Time: 6 min. Color. Producer: Sterling Educational Films, Inc. Distributor: Doubleday and Co., 277 Park Avenue, New York, New York 10017.

Shows how colors relate to our environment and stir the imagination. It is done in rhyme.

I Feel...Loving. $15.00 rental. $175.00 purchase. 1973. Time: 15 min. Color. Producer: P.O. Box D, Brightwaters, New York 11718.

Depicts children in loving situations with both people and pets. The children express their emotions openly and sincerely with others.

In The Park. Marcel Marceau. 1956. Time: 16 min. From: Enoch Pratt Central Library, Cathedral Street, Baltimore, Maryland 21201.

Portrays, by expressive gestures, the characters of a number of people who visit a Paris park: a swaggering policeman, a nursemaid and her gossipy friend, a blind man, a beggar, a baloon salesman, children playing, young lovers, and the lamplighters.

B. Films and Filmstrips (continued)

People are Different and Alike. Time: 11 min. Color. Producer: Hymes, Jr., Ed.D., James L. Distributor: Coronet Films, 65 East South Walter Street, Chicago, Illinois 60601.

Shows vividly that people are more alike than different. It is easy to see differences among people: how they look, where they live, and what they own. But people are more alike in the important ways: they need friendship and love, food, and a place to live; they want an education, fun, and happiness.

2. Filmstrips

"A Board Named George" from Getting to Know Me: Self-Concept Series. Filmstrip (1), Record (1) $15.50. 1974. Time: 3 min. Color. Producer: QED Productions. Distributor: Singer Education Division, 201 East 50th Street, New York, New York 10022.

Develops the concept that it is better to work cooperatively to appreciate one's own worth and the worth of others.

How We Use Our Senses. $42.00. 1967. Time: Approx. 10 min. Color. Distributor: Hanson Publications. 1824 West Avenue, Miami, Florida 33139.

Shows through photographs the five senses and demonstrates how they are used. Shows an eating activity which involves all five senses.

Focus on Self-Development, Stage One: Awareness. Complete kit with records, $108.00; with cassettes, $121.00. 1970. Teacher's guide (1), filmstrips (5), records (4), or cassettes (2) 17" x 22". Photo boards (two sides in black and white). Easel (1) Pupil Activity Book, Here I Am (1). Producer and Distributor: Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

Emphasizes development of awareness of self, others, and environment. Contains 20 flexible units adaptable to the needs of the class. Topics include self-concept development, awareness of the environment through the senses, socialization, sharing, and problem solving.

The Importance of You. Filmstrips (4), Records (2). $42.00. 1971. Time: 1-4 min.; 11-5 min.; III-5 min.; IV-5 min. Color. Producer: Windmills LTD Production. Distributor: Bailey-Film Associates Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.

Discusses the individual as somebody special, shows one's need for family and friends and discusses one's feelings of love, anger, fear, sadness, and excitement.

B. Films and Filmstrips (continued)

Learning About Health. Filmstrips (10), Records (10) $75.00. Series: $7.50/f.s. Time: Approx. 5 min./ f.s. Color. Producer: Encyclopedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Illinois 60601. Distributor: Encyclopedia Britannica Educational Corp.

Includes filmstrips concerning: food, our eyes, our skin, our ears, growth and exercise, sleep and rest, and neatness. Contains good illustrations and comparisons.

"Listen, Jimmy!" from Getting to Know Me: Self-Concept Series. Filmstrip (1), Record (1) $15.50. Time: 4 min. Color. Producer: QED Productions. Distributor: Singer Education Division, 201 East 50th Street, New York, New York 10022.

Provides an opportunity for children to gain and develop the skill of listening. This is an essential factor in communication and is well demonstrated in this filmstrip.

Listen, There Are Sounds Around You. Parts I and II. Guidance Associates, 41 Washington Avenue, Pleasantville, New York 10570.

Develops sensory perception through the use of filmstrips and records dealing with sounds around us. A third record reviews the sounds heard in Parts I and II.

Look About You. Parts I and II. Filmstrips and records. Producer: Guidance Associates, 41 Washington Avenue, Pleasantville, New York 10570. Distributor: Harcourt, Brace, Jovanovich, Inc.

Shows how a child may use the senses to develop an awareness of the environment.

"People are Like Rainbows." Filmstrip from Getting to Know Me: Self-Concept Series. Filmstrips (1), Record (1). $15.50. 1974. Time: 4 min. Color. Producer: QED Productions. Distributor: Singer Education Division, 1345 Diversey Parkway, Chicago, Illinois 60614.

Focuses on accepting differences in skin color, appearance, size, and interests.

"Robert's Family At Home," from Robert and His Family (series). Filmstrip (1), Record (1), Guide (1). $11.00. 1974. Time: 8 min. Color. Producer and Distributor: Society for Visual Education, Inc., Singer Education Division, 201 East 50th Street, New York, New York 10022.

Helps to motivate the learner in visualizing the role of the members of the family.

"Robert and Father Visit the Zoo," from Robert and His Family (series). Filmstrip (1), Record (1), Guide (1). $11.00. 1974. Time: 8 min. Color. Producer and Distributor: Society for Visual Education, Inc., Singer Education Division, 201 East 50th Street, New York, New York 10022.

Helps the learner visualize one of the many types of recreational facilities that a community provides.

B. Films and Filmstrips (continued)

"Robert's Family and Their Neighbors," from Robert and His Family (series). Filmstrip (1), Record (1), Guide (1). $11.00. 1974. Time: 8 min. Color. Producer and Distributor: Society for Visual Education, Inc., Singer Education Division, 201 East 50th Street, New York, New York 10022.

Gives the learner a better understanding of his contribution to harmonious family and group relations.

"Robert Goes Shopping," from Robert and His Family (series). Filmstrip (1), Record (1), Guide (1). $11.00. 1974. Time: 8 min. Color. Producer and Distributor: Society for Visual Education, Inc., Singer Education Division, 201 East 50th Street, New York, New York 10022.

Helps the learner visualize the many elements which make up a neighborhood, the nature of a community, and the goods, services, and recreational facilities a community provides.

The Story of Hanukkah and Christmas. Filmstrip (1), Record (1) $11.00. Producer and Distributor: Society for Visual Education, Inc., Singer Education Division, 201 East 50th Street, New York, New York 10022.

Tells the story of Hanukkah and Christmas for primary or intermediate grades.

The Story of Valentine's Day. Filmstrip (1), Record (1) $11.00. 1974. Producer and Distributor: Society for Visual Education, Inc, Singer Education Division, 201 East 50th Street, New York, New York 10022.

Depicts the connection between love and the celebration of Valentine's Day.

"Strike Three! You're In!" from Getting to Know Me: Self-Concept Series. Filmstrip (1), Record (1) $15.50. 1974. Time: 4 min. Color. Producer: QED Productions. Distributor: Singer Education Division, 201 East 50th Street, New York, New York 10022.

Copes with unrealistic expectations and deals with the understanding that participation, regardless of the role, will bring respect, friendship, and a feeling of personal worth.

Scholastic's Kindle Program. Each kit contains: Filmstrip (5), Records (5), Guides (5). 1969. Color. Producer and Distributor: Scholastic Magazines, Inc., 50 West 44th Street, New York, New York 10036.

Consists of a self-awareness sound filmstrip program. Unit I - Who Am I? (The concept of self), Unit II - How Do I Learn? (The concept of learning), Unit III - Getting Along (The concept of interrelationships).

C. Records and Tapes

No recommendations made by the Intergroup Education Revision Committee of 1974.

D. Pictures and Prints

1. Pictures

"People Puzzles". Color. Developmental Learning Materials. 7440 Natchez Avenue, Miles, Illinois.

Consists of a set of ethnic puzzle pictures in primary puzzle size.

2. Prints

No recommendations made by the Intergroup Education Revision Committee of 1974.

E. Kits

Bowmar. Myself. 1968. Bowmar Publishing Co., 622 Rodier Drive, Glendale, California 91201.

Shows pictures and presents stories designed to meet the child's interest in everyday activities. Helps the young child to understand his uniqueness.

Colors of Man Kit. Readiness picture book (1), Spirit Master (1 box), Skin Color Crayons (12 boxes of 12 crayons each), Study Prints (12), Booklets (5), Teacher's Guide (1). $22.95. 1974. Color. Producer: Afro-American Company, Inc., 1727 South Indiana, Chicago, Illinois 60616. Distributor: Singer Education Division, 1345 Diverse Parkway, Chicago, Illinois.

Gives young children a basic understanding of the concepts of skin color, friendship, and the brotherhood of man.

Fischer, Carl. What About Me? Pflaum/Standard Co. 38 West Fifth Street, Dayton, Ohio 45402. 1972.

Includes a book with emphasis on awareness of physical features and body structures to develop a positive self-image. Includes activities to develop self-concept and charts for display.

King, M. Frederick; Nichol, William I; and Sloan, Margaret A. People And Their Needs. 1970. Laidlaw Brothers, Division of Doubleday and Co., Inc., Thatcher and Madison Streets, River Forest, Illinois 60305.

Deals with the basic needs of shelter, food, clothing, work, recreation, and religion. Pictures are colorful and thought provoking. A teacher's guide is provided on the back of each picture containing key concepts, study questions, knowledge outcomes, and activities.

Marshall, J. Stanley; Podendorf, Illa; Swartz, Clifford; and Shorem, Peter B. Sense and Tell Kit. 1969. Scott, Foresman, and Co., 1900 East Lake Avenue, Glenview, Illinois 60025.

Develops sensory perception involving sensing and describing the properties of inanimate objects which can be classified. Uses a Mystery Box.

SELECTED BIBLIOGRAPHY

LEVEL I -- Theme II

A. Books

Abisch, Kaplan. Mai-ling and the Mirror. 70 Fifth Avenue, New York, New York 10011: Prentice-Hall, Inc. $2.95. 1969.

Adapted from a Chinese folk tale, this story tells what happens when Mai-ling sees her image in a mirror for the first time and why she decides to become a better wife.

Alexander, Martha. Bobo's Dream. 750 Third Avenue, New York, New York 10017: Dial Press, Inc. $.60. 1970.

Relates the story of a dachshund named Bobo and his dreams of "paying back" his master's kindness when some bigger boys take away his football. This is a story without words.

Aliki, Diogenes. Three Gold Pieces. 201 East 50th Street, New York, New York 10022: Pantheon Books, Inc. $3.95. 1967.

Greek folk tale of how Yannis became prosperous by following three pieces of advice.

Arnott, Kathleen. African Myths and Legends. 19 Union Square, West, New York, New York 10003: Henry Z. Walck, Inc. $6.00. 1963.

Stories from the many lands of Africa in 34 dramatic tales of native folklore.

Bannon, Laura. The Gift of Hawaii. 560 West Lake Street, Chicago, Illinois 60606: Albert Whitman and Co. $3.95. 1961.

The story of a little Hawaiian boy who goes shopping for a birthday gift for his mother.

Baron, Virginia Olsen, ed. The Season of Time. 750 Third Avenue, New York, New York 10017: Dial Press, Inc. $4.95. 1968.

Tanka poetry of Ancient Japan. Opens with poems about spring, then moves into the other seasons. Tanka means short song.

Behn, Harry. Cricket Songs: Japanese Haiku. 757 Third Avenue, New York, New York 10003: Harcourt, Brace, Jovanovich, Inc. $2.80. 1964.

A collection of Japanese haiku, nonrhyming, threeline, seventeen syllable nature poems suggesting the seasons of the year. Selected and translated by an American poet.

A. Books (continued)

Belting, Natalia M. The Long Tailed Bear and Other Indian Tails. 3 West 57th Street, New York, New York 10019: Bobbs-Merrill Co., Inc. $4.50. 1961.

American Indian folk tales of how the animals, birds, and man all lived together when the earth was new, and how man learned, remembered, and taught other men down through the ages about how the possum had burned his tail and why the bear's tail is short. The old men sat around the fires and taught the younger men about the other days, telling these tales.

Binzen, Bill. Carmen. 200 Madison Avenue, New York, New York 10016: Coward, McCann and Geoghegan, Inc. $3.96. 1969.

The story of a little Puerto Rican girl whose family has moved to New York City. She compares, in her loneliness, the differences between her former home and her new home. Then she meets a little girl named Liza and life becomes happier.

Black Mother Goose Book. 1014 Munsey Building, Baltimore, Maryland 21201: Maryland Publishing Company, Inc. $2.50. 1969.

Portrays nursery rhymes with black ethnic background.

Bulla, Clyde. Indian Hill. 201 Park Avenue, South, New York, New York 10003: Thomas Y. Crowell, Co. $3.95. 1966.

Tells about an Indian family's adjustment when they moved from the reservation to the city in order to find a job for the father.

Clifton, Lucille. The Boy Who Didn't Believe in Spring. 201 Park Avenue, New York, New York 10017: E.P. Dutton and Co., Inc. $4.80. 1973.

Tells about a little boy named King Shabazz who didn't believe in spring. One day he got tired of hearing about spring, put on his shades, got his friend Tony, and set out to find it.

Dietmeier, Mel. Potato. 622 Rodier Drive, Glendale, California 91201: Bowmar Publishing Co. $4.50. 1972.

Shows how Potato, the cat, communicates nonverbally with his friend.

Epstein, Beryl and Samuel. The First Book of Words. 845 Third Avenue, New York, New York 10022: Watts, Franklin, Inc. $5.75. 1954.

The story of English words; how they came to be, how we use them, and how in time they changed in meaning to suit the needs.

A. Books (continued)

Ets, Marie Hall. Just Me. 625 Madison Avenue, New York, New York 10022: Viking Press, Inc. $.75. 1965.

Tells how a little boy emulates his many animal friends, but finds out that it is more fun being himself.

Fall, Thomas. Jim Thorpe. 201 Park Avenue, New York, New York 10003: Thomas Y. Crowell Co. $3.95. 1970.

Biography which is easily readable and realistically presented. The author has actively researched his subject.

Frosconi, Antonio. See Again, Say Again. 757 Third Avenue, New York, New York 10017: Harcourt, Brace, Jovanovich, Inc. $4.50. 1964.

Presents a picture book in four languages; English, Italian, French, and Spanish, together with a guide for pronunciation.

Greenlee, Donna. Kachina Doll Coloring Book. Box C - 210, Scottsdale, Arizona 85252: Fun Publishing Co. $2.50. 1973.

Explains in doll picture form, the tribal religious heritage of the Hopi Indians of the Southwest. An excellent reference for mask making.

Glubak, Shirley. The Art of the Eskimo. 49 East 33rd Street, New York, New York 10016: Harper and Row Publishers, Inc. $5.49. 1966.

Gives an introduction to Eskimo art which shows masks, ivory carvings, soapstone carvings, dolls, and others.

Glubak, Shirley. The Art of Africa. 49 East 33rd Street, New York, New York 10016: Harper and Row Publishers, Inc. $5.49. 1966.

Presents examples of art and artifacts of various tribes throughout Africa.

Gurfalconi, Ann. City Rhythms. 4300 West 62nd Street, Indianapolis, Indiana 46268: Bobbs Merrill Co. $3.50. 1965.

Tells of city sounds and children's activities in a mixed neighborhood.

Hitte, Kathryn. What Can You Do Without A Place to Play? 52 Vanderbilt Avenue, New York, New York 10017: Parents Magazine Press. $4.95. 1971.

Describes how city children find the most interesting things to do while looking for a place to play and trying not to offend the grown-ups.

A. Books (continued)

Hoff, Syd. Roberto and the Bull. 330 West 42nd Street, New York, New York 10036: McGraw-Hill Book Co. $4.11. 1969.

Tells of Roberto, a Spanish peasant boy, who loves animals and cannot stand to see them hurt. When he goes to the city to earn some money for his parents, he inadvertently becomes a matador whose first bull will not fight. They both go home to work on the family farm.

Hofsinde, Robert. Indian Sign Language. 105 Madison Avenue, New York, New York 10016: William Morrow and Co. $4.14. 1956.

Consists of an authenticated glossary of over 500 Indian signs for those interested in Indian lore and sign language of all kinds.

Hofsinde, Robert. Indian Picture Writing. 105 Madison Avenue, New York, New York 10016: William Morrow and Co. $4.14. 1959.

Compiles 248 symbols used in picture writing. It can be useful to those interested in Indian lore or those interested in forms of written language.

Hunt, Sarah Ethridge. Games and Sports Around the World. 79 Madison Avenue, New York, New York 10016: Ronald Press Co. $6.95. 1964.

Provides teachers with a comprehensive source of activities drawn from all parts of the world. It presents games and sports as pleasurable media for developing an understanding of human relationships.

Keats, Eyra Jack and Pat Cherr. My Dog is Lost! 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $3.95. 1960.

The story of Juan, a little boy who has just moved to New York from Puerto Rico, who finds friends and help when he looks for his lost dog in the city.

Lantham, Hugh. Mother Goose In French. 201 Park Avenue, South, New York, New York 10003: Thomas Y. Crowell Co. $4.50. 1964.

Presents Mother Goose rhymes in English and French.

Pajaro-cu-cu: Animal Rhymes from Many Lands. 122 East 42nd Street, New York, New York 10017: Atheneum House, Inc. 1967.

Compiles several animal rhymes from many countries, such as Mexico, Germany, France, Italy, Spain, China, England, Japan, Latvia, and Czechoslovakia that have been translated into English.

A. Books (continued)

Rand, Ann and Paul. Spin and Sparkle. 757 Third Avenue, New York, New York 10017: Harcourt, Brace, Jovanovich, Inc. $4.95. 1957.

Tells in simple form, what "words" are: what you think, feel, say, remember, hear, see, names of people, places, and things.

Raskin, Ellen. Who, Said Sue, Said Whoo? 122 East 42nd Street, New York, New York 10017: Atheneum Publishers. $4.95. 1973.

The story of Sue as she drives along in her car, picking up various animals as passengers and trying to discover who is saying, "Chitter-chitter-chatter." The different animals make various sounds. The moral of this story is that words aren't everything.

The Real Mother Goose. 405 Park Avenue, New York, New York 10022: Rand McNally and Co. $3.50. 1971.

Provides a collection of nursery rhymes portrayed with colorful Old English pictures.

Reesink, Maryke. The Golden Treasure. 200 Madison Avenue, New York, New York 10016: Oxford University Press. $4.95. 1968.

Tells an ancient Dutch legend of the way in which Stavoren, a once flourishing seaport, turned into an abandoned town because of the selfish greed of the wealthiest woman there.

Rudeen, Kenneth. Wilt Chamberlain. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $3.95. 1970.

Relates the biography of Wilt Chamberlain, a famous black American professional basketball player. Recommended as a teacher resource for reading to younger children and could be read by some second graders.

Sedgwich, Ursula. My Learn to Cook Book. 1220 Mound Avenue, Racine, Wisconsin 53404: Western Publishing Co., Inc. $2.95. 1967.

Gives recipes in large chart form for easy visual display. Suggested use for kindergarten through the second grade.

Shivkumar, K. The King's Choice. 52 Vanderbilt Avenue, New York, New York 10017: Parent's Magazine Press. $4.95. 1961.

A folktale from India about becoming lifelong friends because of an act of kindness.

A. Books (continued)

Sivulich, Sandra. I'm Going On a Bear Hunt. 201 Park Avenue, New York, New York 10003: E.P. Dutton and Co., Inc. $4.50. 1973.

Presents a boy embarking on his first bear hunt and provides an opportunity for the listeners to act out his adventures.

Sonnelorn, Ruth A. Friday Night is Papa Night. 625 Madison Avenue, New York, New York 10020: Viking Press, Inc. $2.50. 1972.

Tells how Pedro's papa only came home on Friday night because he had to work several jobs to make ends meet. One Friday night Papa did not come home until very late, but Pedro was still waiting for him.

Vavra, Robert. Anna and Dula. 757 Third Avenue, New York, New York 10017: Harcourt, Brace, Jovanovich, Inc. $5.25. 1966.

Utilizes the setting of the Nile River and the beauty and unknown animals of that area. A little girl and her African friend, Nelo, discover much about the area and the animals. Actual color photographs.

Vevra, Robert. Felipe the Bullfighter. 757 Third Avenue, New York, New York 10017: Harcourt, Brace, Jovanovich, Inc. $4.95. 1972.

Utilizes a Spanish setting as an excellent insight into the customs and tradition of the "bullfight." Actual color photographs.

Vavra. Robert. Pizzarro. 757 Third Avenue, New York, New York 10017: Harcourt, Brace, Jovanovich, Inc. $4.95. 1966.

Portrays a boy's life in Mexico. It gives an excellent background of the Mexican customs and culture. Photographs in color.

Wiese, Kurt. You Can Write Chinese. 625 Madison Avenue, New York, New York 10022: Viking Press, Inc. $4.95. 1945.

Shows how some characters in the Chinese language are written and how some of the characters originated.

Wildsmith, Brian. Mother Goose. 575 Lexington Avenue, New York, New York 10022: Franklin Watts, Inc. $5.95. 1964.

Wyndham, Robert. Chinese Mother Goose Rhymes. 110 East 59th Street, New York, New York 10022: World Publishing Co. $5.21. 1968.

Presents Mother Goose rhymes from China which are quite different from the standard English versions.

B. Films and Filmstrips

1. Films

No recommendations made by the Intergroup Education Revision Committee of 1974.

2. Filmstrips

Five Families Series Filmstrips (4), Records (4). Producer: Scholastic Magazines, Inc. Distributor: Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

Films: 1) Together - Black American Family; 2) Pinata - Mexican American Family; 3) Chinatown - Chinese Family;
4) Yah-a-tay - A Navajo Family.

Five Children: A Cultural Awareness Sound Filmstrip Program for Early Childhood. Filmstrips (5), Cassettes (5). 1972. Color. Producer and Distributor: Scholastic Magazine, Inc., 50 West 44th Street, New York New York 10036.

Presents the life-style of five children from different ethnic backgrounds: Mexican American, Caucasian, Puerto Rican American, and a North Carolina mountain child.

"I Can Read Signs" ("Around the City," "Warning," "Transportation," "With Numbers") Urban Media Materials. Box 133, Flushing, New York 11365, 1969.

Shows signs that are an important part of the everyday environment.

People We Know. Part I. Filmstrip and Record. Color. Guidance Associates, Pleasantville, New York 10570. Distributor: Harcourt, Brace, Jovanovich, Inc.

Shows people of different ethnic backgrounds living in a multi-cultural society.

Robert's Family at Home. From Robert and His Family Series. Filmstrips (4), Records (2), Guide (1). 1974. Color. Time: 8 min. Producer and Distributor: Society for Visual Education, Inc., Singer Education Division, 201 East 50th Street, New York, New York 10022.

Portrays Robert Anderson, a primary grade black boy living in an urban area. Tells the story of Robert and situations that help promote a better understanding among racial and ethnic groups. Provides a sense of identification for black children and develops desirable attitudes toward work, family, school, and community.

C. Records and Tapes

No recommendations made by the Intergroup Education Revision Committee of 1974.

D. Pictures and Prints

No recommendations made by the Intergroup Education Revision Committee of 1974.

E. Kits

Anderson, P.S., and Folsom-Dickerson, W.E.S. Living Together in America. David C. Cook Publishing Co. 850 North Grove, Elgin, Illinois 60120, 1973.

Presents an historic overview of the diverse peoples who came to America. Uses color and black/white prints.

Carry, Helen Ward, and Lathen, Levi. Black America - Yesterday and Today. David C. Cook Publishing Co. 850 North Grove, Elgin, Illinois 60120, 1969.

Presents a brief overview of black American history for the purpose of helping all children gain knowledge, helping black children increase their pride in their own race, and helping white children appreciate the contributions of black Americans.

Spatafora, Jack B. Interaction of Man and Man. Rand-McNally and Co. 8255 Central Park Avenue, Box 7600, Chicago, Illinois 60680, 1969.

Deals with the interaction of man to man in the United States and other countries. Covers the following topics: love and companionship, the family, roles and cooperation in the family, the school, the marketplace, roles at work, roles in the community, services, human communication, and the arts. Each pair of pictures contains questions for the use of the teachers. Enrichment activities are included in the Teacher's Manual.

McCullar, Barbara, and McCloskey, Susan. How the Porcupine Got his Quills: A North American Indian Folktale. Teacher's Manual (1), Tape Cassette (1), 8" x 13" Color Study Prints (4), Cloth Hand Puppets (4). 1973. Time: Both sides of cassette tape - 20 min. Producer and Distributor: Society for Visual Education, Inc., Singer Education Division, 1345 Diversey Parkway, Chicago, Illinois 60614. Color

The story of how Coyote observes the animals he has created and makes some interesting changes. To protect Porcupine from Fox's teasing, Coyote shows Porcupine how to give himself quills.

McCullar, Barbara, and McCloskey, Susan. Mr. Rabbit, Mr. Snake, and the Egg That Wouldn't Break; A Puerto Rican Folktale. Teachers Manual (1), Tape Cassette (1), 18" x 13" Color Study Prints (4), Cloth Hand Puppets (4). 1973. Color. Producer and Distributor: Society for Visual Education, Inc., Singer Education Division, 1345 Diversey Parkway, Chicago, Illinois 60614.

Tells how the wily Mr. Rabbit comes out of retirement to out-smart Mr. Snake. It's a battle of wits as Mr. Rabbit tries to prevent Mr. Snake from stealing Mrs. Hen's big white eggs.

E. Kits (continued)

McCullar, Barbara, and McCloskey, Susan. How Talu the Elephant Got His Farm Back: A West African Folktale. Teacher's Manual (1), Tape Cassette (1), 18" x 13" Color Study Prints (4), Cloth Hand Puppets (4). 1973. Color. Time: Both sides of cassette tape - 20 min. Producer and Distributor: Society for Visual Education, Inc., Singer Education Division, 1345 Diversey Parkway, Chicago, Illinois 60614.

Relates the story of Talu the Elephant whose newly-planted farm is stolen by "the moocher," Ramwe the Leopard. The two contestants appeal to Great Judge Tortoise who devises a wise scheme which restores the farm to its rightful owner.

SELECTED BIBLIOGRAPHY

LEVEL I -- Theme III

A. Books

Alexander, Martha. Nobody Asked Me If I Wanted a Baby Sister. 750 Third Avenue, New York, New York 10017: Dial Press, Inc. $4.95. 1971.

Tells how Oliver packs up his baby sister and tries to find a new home for her, but she howls at the sight of every stranger.

Baldwin, Anne Norris. Sunflowers for Tina. 50 West 44th Street, New York, New York 10036: Four Winds Press. $4.50. 1970.

Tells of a little black girl who wants to have a garden in her city tenement. She plants carrots, but her mother asks her to dig them up; however, her brother brings her a ready made garden which contains two sunflowers.

Baylor, Ruth M. Kam Lee Comes to School. Pleasantville, New York 10570: Young Pegasus Packet, Reader's Digest Services, Inc. $3.95. 1967.

Contains a book, word picture cards, and a game which are experience centered. Discusses Kam Lee, an Oriental boy, coming to a new school and the problems he encounters. It provides an excellent teacher's guide. Rec: K-1.

Baylor, Ruth M. Moving Day for Manuel. Pleasantville, New York 10570: Young Pegasus Press Packet. Reader's Digest Services, Inc. $2.95. 1969.

Contains a book and stand-up cardboard characters. Discusses Manuel's moving day feelings and experiences. The story is built on an experience-centered approach. Teacher's Guide - excellent. Rec: K-1.

Cohen, Miriam. Best Friends. 866 3rd Avenue, New York, New York 10022: The MacMillan Co. $3.95. 1971.

Relates how Jim and Paul become best friends in school by saving the chicks in the incubator together when the light goes out.

Friskey, Margaret. Indian Two Feet and His Horse. 1224 West Van Buren Street, Chicago, Illinois 60607: Childrens Press. $5.25. 1959.

Tells of an Indian boy who wants a horse and searches all the likely places without success. How he gets his wish is told here.

A. Books (continued)

Keats, Ezra Jack. Peter's Chair. 49 East 33rd Street, New York, New York 10016: Harper and Row Publishers, Inc. $4.79. 1969.

Tells how Peter felt when all his baby furniture was being painted pink for his baby sister. He did not want his chair painted.

Keats, Ezra Jack. The Snowy Day. 265 Madison Avenue, New York, New York 10022: Viking Press, Inc. $.95. 1962.

Tells how little Peter awakes to find high snow drifts outside his window, and goes out to play in the beautiful white world. It is so much fun that he decides to save one snowball in his pocket for the next day.

Kempner, Carol. Nicholas. 630 5th Avenue, New York, New York 10020: Simon and Schuster. $3.25. 1968.

Tells the story of a black child who gets lost on a subway ride while mother is at work.

Levy, Harry. Not Over Ten Inches High. 330 West 42nd Street, New York, New York 10036: McGraw-Hill Book Co. $3.95. 1968.

Tells the story of an Afro American boy who tries to cope with a colonial ordinance restricting the height of dogs to ten inches.

Lobel, Anita. Potatoes Potatoes. 49 East 33rd Street, New York, New York 10016: Harper and Row Publishers, Inc. $4.09. 1967.

Tells a story of how a disagreement over potatoes causes a major controversy among a great many people.

Lovelace, Maud Hart. The Valentine Box. 201 Park Avenue, South, New York, New York 10003: Thomas Y. Crowell Co. $3.95. 1966.

Tells how a Valentine mail box in the classroom resolves the anxiety of a Negro child about acceptance in a new community.

Mannheim, Grete. The Two Friends. 201 East 50th Street, New York, New York 10022: Alfred A. Knopf. $5.09. 1968.

Tells the story of Jenny and her first experiences with school. Soon Jenny makes friends and finds that everything is better if you have a special friend to share things with.

A. Books (continued)

Peet, Bill. How Droofus the Dragon Lost His Head. Pennington-Hopewell Road, Hopewell, New Jersey 08525: Houghton Mifflin Co. $4.25. 1971.

Tells the story of Droofus, the dragon, who lived with a family of horrible beasts who stirred up trouble wherever they went. When Droofus was four-years-old he began to think that he might be a little different.

Ringi, Kjell. The Stranger. 201 East 50th Street, New York, New York 10022: Random House, Inc. $3.95. 1968.

Relates the story of a king and his people who lived in great peace until a huge stranger came to their kingdom. Fear reigns over the land until the stranger begins to cry.

Simon, Norma. I Know What I Like. 560 West Lake Street, Chicago, Illinois 60606: Albert Whitman and Co. $3.95. 1971.

Tells about things a child likes and doesn't like, such as kittens and scary television.

Slabadkin, Louis. Yasu and the Strangers. 866 3rd Avenue, New York, New York 10022: MacMillan Co. $2.95. 1965.

Tells the story of a little boy named Yasu who got on a bus full of strange school children. Yasu and his new friends encounter problems and Yasu solves them.

Udry, Janice May. Let's Be Enemies. 49 East 33rd Street, New York, New York 10016: Harper and Row Publishers, Inc. $3.43. 1961.

Portrays, in a very simple manner [illegible] children who do not get along. The story ends on a positive side with James and John solving their problems and becoming friends. Easy.

Williams, Barbara. Gary, The Terrible Monster. 1224 West Van Buren Street, Chicago, Illinois 60607: Children's Press, Division Regensteiner Publishing. $5.25. 1973.

Relates the story of Mr. Green Nose, the trouble-causing monster that only Gary can see. Mr. Green Nose disappears when Gary gets a real puppy.

Yashima. Taro. Crow Boy. 265 Madison Avenue, New York, New York 10022: Viking Press, Inc. $4.53. 1972.

The story of a Japanese boy who was rejected by his peers because he would not talk and was labeled as "dumb." The story ends on a happy note when "Crow Boy" shows how well he can imitate crow sounds. He becomes very popular when he exhibits his talent.

A. Books (continued)

Zolotaw, Charlotte. The Hating Book. 49 East 33rd Street, New York, New York 10016: Harper and Row Publishers, Inc. $3.43. 1969.

The story of a girl who is angry at her friend, who, she thinks, said something unkind about her. Then her mother convinces her to ask her friend what really happened. When she does the girl finds out that it was all a misunderstanding.

B. Films and Filmstrips

1. Films

A Very Special Day from Enoch Pratt Library. 1966. Color. Time: 20 min. Distributor: United Films, Inc.

Conveys the message of the difference between right and wrong when a six-year-old girl and her dog get lost at an amusement park. An older boy helps her find her father, even though his two friends tease him.

Siu Mei Wong: Who Shall I Be? Color. Time: Approx. 10 min. Producer: Learning Corp. of America Films, 711 Fifth Avenue, New York, New York 10020.

Reveals the personal feelings of a Chinese-American girl who dreams of being a ballet dancer. Her thoughts are filled with this dream throughout the day at the public school and at the Chinese school she attends. Her father finally gives her permission to pursue her dream and make it a reality.

Whistle for Willie. 1964. Time: Approx. 7 min. Color. Producer and Distributor: McGraw-Hill, 330 West 42nd Street, New York, New York 10036.

Tells a delightful story about Peter who wished he could whistle. He blew and blew but nothing happened. Then one day, out came a real whistle. A wonderful story for developing a positive self-image.

2. Filmstrips

"That's No Fair" from First Things. Filmstrips (2), Records (1). $19.50. 1970. Producer: Guidance Associates, Pleasantville, New York 10570. Distributor: Harcourt, Brace, Jovanovich, Inc., 757 Third Avenue, New York, New York 10017.

Helps children discuss reasons for taking turns, sharing, relating fairness to power, and examining criteria for deciding who deserves first consideration.

B. Films and Filmstrips (continued)

"The Trouble With Truth" from First Things. Filmstrips (2), Record (1). $19.50. 1970. Producer: Guidance Associates, Pleasantville, New York 10570. Distributor: Harcourt, Brace, Jovanovich, Inc., 757 Third Avenue, New York, New York 10017.

Helps children discuss literal truth in relation to relative fairness. Relates truth-telling to trust from others, self-esteem, self-denial.

"What Happens Between People" from First Things. Filmstrips (2), Record (1). $19.50. 1970. Producer: Guidance Associates, Pleasantville, New York 10570. Distributor: Harcourt, Brace, Jovanovich, Inc., 757 Third Avenue, New York, New York 10017.

Helps youngsters identify and discuss interactions with people in their lives.

"Who Do You Think You Are?" from First Years. Filmstrips (3), Record (1). $19.50. 1970. Producer: Guidance Associates, Pleasantville, New York 10570. Distributor: Harcourt, Brace, Jovanovich, Inc., 757 Third Avenue, New York, New York 10017.

Helps children explore the distinctive characteristics of self and others on more meaningful levels.

You Got Mad: Are You Glad? Filmstrips (2), Record (1). $18.00. 1970. Producer: Guidance Associates, Pleasantville, New York 10570. Distributor: Harcourt, Brace, Jovanovich, Inc., 757 Third Avenue, New York, New York 10017.

Provides opportunity for children to observe causes, effects, and expressions of hostility in order to resolve conflicts with minimal hostility.

"You Promised!" from First Things. Filmstrips (2), Record (1). $19.50. 1970. Producer: Guidance Associates, Pleasantville, New York 10570. Distributor: Harcourt, Brace, Jovanovich, Inc., 757 Third Avenue, New York, New York 10017.

Helps children examine the function of promises and relates promise-keeping to friendship and to parental and other forms of authority.

C. Records and Tapes

1. Records

"The King and I" by Rodgers and Hammerstein. Capitol Records. "Getting to Know You", "I Whistle a Happy Tune."

Introduces the children to the feeling of happiness in getting to know others and the feeling of courage in the face of unfamiliar places.

C. Records and Tapes (continued)

2. Tapes

No recommendations made by the Intergroup Education Revision Committee of 1974.

D. Pictures and Prints

1. Pictures

Fester, Sylvia. Moods and Emotions. David C. Cook Publishing Co., 850 North Grove, Elgin Illinois 60012: 1970.

Utilizes color and black/white pictures of people portraying various moods and emotions.

Folsom-Dickerson, W,E,S; Ballard, Louis W.; Bullen, Adelaide K.; Deloria, Jr., Vine and Horne, Esther B., Sorene, Virginia Driving Hawk; and Watson, Editha L. American Indians-Yesterday and Today. David C. Cook Publishing Co., 850 North Grove, Elgin, Illinois 60120, 1972.

Presents studies of various American Indian cultures beginning with the Anasazi up to present-day American Indians.

2. Prints

No recommendations made by the Intergroup Education Revision Committee of 1974.

E. Kits

No recommendations made by the Intergroup Education Revision Committee of 1974.

SELECTED BIBLIOGRAPHY

LEVEL I -- Theme IV

A. Books

Cohen, Miriam. Will I Have A Friend? 866 Third Avenue, New York, New York 10022: MacMillan Publishing Co. $4.50. 1967.

Attending school on the first day can be a problem. Jim's first day at school begins with the question, "Will I have a friend?" It seems as if all the friends are taken when Jim gets to school.

Galdone, Paul. The Little Red Hen. 815 Second Avenue, New York, New York 10017: Seabury Press, Inc. $5.95. 1973.

Tells the classic story of the little red hen who plants the wheat and bakes the bread while Cat, Dog, and Mouse sleep the day away. An excellent way to demonstrate accepting responsibility.

Glasgow, Aline. Honschi. 52 Vanderbilt Avenue, New York, New York 10017: Parents' Magazine Press. $4.95. 1972.

Recounts adventures of a Japanese chickadee after she leaves her nest.

Hill, Elizabeth Starr. Evan's Corner. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart, Winston, Inc. $3.95. 1972.

Tells the story of Evan, a black boy, who longs for a place he can call his own. His mother points out eight corners in the two room flat, one for each member of the family. Evan picks the best for himself, and the day finally comes when his corner is furnished, filled with his things and his alone. When Evan realizes something is missing, his mother helps him find the answer to his problem.

Hughes, Langston. Don't You Turn Back. 201 East 50th Street, New York, New York 10022: Alfred A Knopf, Subsidiary of Random House. $3.95. 1969.

Compiles a group of short poems, sensitively written, that have their own special warmth.

Lecht, Jane. Honeybees from Books for Young Explorers. 17 and "M" Streets, N.W., Washington, D.C. 20036: National Geographic Society. $4.50. 1973.

Promotes an understanding of the life of the honeybees to enable children to empathize. Illustrated in color and interesting explanations are given.

A. Books (continued)

Lexau, Joan. I Should Have Stayed In Bed. 49 East 33rd Street, New York, New York 10016: Harper and Row Publishers, Inc. $3.79. 1965.

Tells how Sam awakens late and everything he does that day goes wrong. Sam decides to go back to bed and start all over.

Ormsby, Virginia H. What's Wrong With Julio? East Washington Square, Philadelphia, Pennsylvania 19105: J. B. Lippincott Co. $3.79. 1965.

Tells about a little Spanish-speaking boy in an American school who is very sad because he is not with his parents. He is finally helped by the other children in his class.

Patterson, Lillie. Frederick Douglass: Freedom Fighter. 750 3rd Avenue, New York, New York 10017: Dell Publishing Co. $3.12. 1965.

Describes the life of Frederick Douglass, who was born a slave and dedicated his life to the fight for freedom.

Perrault, Charles. Cinderella. 597 Fifth Avenue, New York, New York 10017: Charles Scribner's and Sons. $4.95. 1954.

Tells the story of a beautiful young girl who suffers unjust treatment from her cruel stepmother and selfish, jealous stepsisters. In spite of this, she dreams of happiness and in the end her dream comes true.

Rockwell, Anne and Marlow. Olly's Polliwogs. 277 Park Avenue, New York, New York 10017: Doubleday and Co. $4.50. 1970.

Tells the story of Olly and his father who set up an aquarium with frogs' eggs they found in the pond. Changes are described well as the polliwogs become frogs. A good book to read to children to develop sensitivity to animals, insects, and amphibians.

Scott, Anne Herbert. On Mother's Lap. 1221 Avenue of the Americas, New York, New York 10020: McGraw-Hill Book Co. $4.95. 1972.

Learning that Mother's lap is a very special place, with room for him, his favorite reindeer blanket, his boat, and even his baby sister, is a lesson that Michael accepts.

Steptoe, John. Stevie. 49 East 33rd Street, New York, New York 10016: Harper and Row Publishers, Inc. $4.95. 1969.

Relates the story of Robert who is jealous of the attention his mother pays to Steve, a boy she is baby-sitting. Then one day Steve's family moves away and Robert recognizes how much he misses the boy.

A. Books (continued)

Stull, Edith. My Turtle Died Today. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart, Winston, Inc. $2.97. 1964.

The story of a boy who has to accept the fact that his pet turtle has died. He is helped by friends to bury the turtle and better understand death.

Udry, Janice May. What Mary Jo Shared. Chicago, Illinois: Albert William and Co. $3.95. 1968.

Tells the story of a girl who wanted a puppy more than anything else in the whole world. Mary Jo's responsibility to her pet is portrayed well. She is faced with a problem and must solve it. Excellent illustrations.

Williamson, Mel, and Ford, George. Walk On! New York, New York: Odarkai Books. $4.95. 1972.

A beautifully written story of a black boy's life in the inner city.

B. Films and Filmstrips

1. Films

Evan's Corner. $295.00. 1969. Time: 23 min. Color. Producer: Stephen Bosustow. Distributor: BFA-Educational Media, 11559 Santa Monica Boulevard, Los Angeles, California 90025.

Relates the story of a young black boy named Evan who lives in a crowded urban ghetto. One of six children, Evan longs for a place where he can be alone. With love and wisdom, his mother helps him select one corner in their two-room flat for his own. Evan proceeds to make it his own corner by adding a picture, a flower pot, a pet, and furniture only to discover that something is lacking. With his mother's help Evan learns that to be happy, one cannot live alone in a "corner," but must be willing to step out and help others.

Lonnie's Day. Time: 13-1/2 min. Color. Producer: Coronet Films. Distributor: Document Productions, Inc. 65 East South Water Street, Chicago, Illinois 60601.

Being with Lonnie at home, at school, and in the streets helps convey a feeling of what life is like for an eight-year-old in the city.

The Smallest Elephant in the World. 1959. Time: 6 min. Publisher: Alfred A. Knopf. Distibutor: Sterling Ed. Film, Enoch Pratt Library, Catnedral Street, Baltimore, Maryland 21201.

Relates the story of a little elephant, who despite his very small size, finds his place in life.

B. Films and Filmstrips (continued)

Todd: Growing Up in Appalachia. 1970. Time: 13 min. Color. Producer: Herman J. Engel. Distirbutor: Learning Corp. of America, 711 Fifth Avenue, New York, New York 10022.

Shows how Todd, who faces the daily reality of poverty, is tempted to use some food stamps he has found; but he returns them to the owner after realizing how important they are to her.

2. Filmstrips

The Adventures of the Lollipop Dragon. Filmstrips (6), Records (3), Guides (6), Coloring Book (1). 1974. $57.50-records; $63.50-cassettes. Color. Producer: Society for Visual Education, Inc. Distributor: Singer Education Division, 1345 Diversay Parkway, Chicago, Illinois 60614.

Consists of a set of six filmstrips and cassettes and records. A delightful series about a gentle green dragon who helps youngsters develop correct social attitudes and human values. An excellent way to instill awareness of others' rights and needs.

"But It Isn't Yours" from First Things. Filmstrips (2), Record (1). $19.50. 1970. Producer: Guidance Associates, Pleasantville, New York 10570. Distributor: Harcourt, Brace, Jovanovich, Inc., 757 Third Avenue, New York, New York 10017.

Helps children explore rights and responsibilities associated with property.

Gilberto and the Wind. Ets, Marie Hall. 1963. Producer: Weston Wood Studion, Weston, Connecticut, Distributor: Viking Press, 625 Madison Avenue, New York, New York 10022.

Tells the story of a Spanish boy named Gilberto who plays with the wind.

Guess Who's in a Group? Filmstrips (3), Record (1). $18.00. 1970. Time: I-6 min.; II-7 min.; III-5 min. Color. Producer: Guidance Associates, Pleasantville, New York 10570. Distributor: Harcourt, Brace, Jovanovich, Inc., 757 Third Avenue, New York, New York 10017.

Meeting in the park, Diane and her friends see many different groups. They identify criteria for defining groups; relate personal experiences to reasons why groups are formed; learn of group customs and rules, and why groups exclude some individuals.

"What Do You Do About Rules?" from First Things. Filmstrips (2), Record (1). $19.50. 1970. Producer: Guidance Associates, Pleasantville, New York 10570. Distributor: Harcourt, Brace, Jovanovich, Inc., 757 Third Avenue, New York, New York 10017.

Helps children relate group laws to individual responsibility; confront the problem of necessary rules causing specific injustice; consider the purpose of punishment; and discuss the criteria for imposing punishment.

B. Films and Filmstrips (continued)

Why Do We....? (Series) Filmstrips (4), Cassettes (2). 1971. Color. Producer and Distributor: Educational Direction, Westport, Connecticut 11435.

Contains the following subjects: 1) Why Do We Die? 2) Why Do We Work and Play? 3) Why Do We Have Rules? 4) Why Do We Feel (Feeling pain, pressure, texture, temperature, emotions)? Excellent for introducing the concept of feelings, reasons for working and playing, for rules, and for death at the early childhood level.

C. Records and Tapes

1. Records

"Dites-moi" from South Pacific. Rodgers and Hammerstein. 1958. Director: Joshua Logan. Producer: Buddy Adler. Radio Corp. of America.

Expresses in French why life is so beautiful and gay. Is it because of love?

"Happy Talk" from South Pacific. Rogers and Hammerstein. 1958. Director: Joshua Logan. Producer: Buddy Adler. Radio Corp. of America.

An excellent song for helping to raise spirits.

2. Tapes

No recommendations made by the Intergroup Education Revision Committee of 1974.

D. Pictures and Prints

No recommendations made by the Intergroup Education Revision Committee of 1974.

E. Kits

Dinkmeyer, Ph.D., Don. DUSO kit D-1 Materials. Complete kit. Manual (1), Story Books (2), Posters (33 full-color, 15" x 19"), Records (21 - 7"), Puppet and Role-Playing Cards (33 of each), Puppet Props (11), DUSO D-1 Metal Case (1). $95.00. 1973. Producer and Distributor: American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota.

Utilizes puppets, cartoon characters, and records to teach social attitudes. DUSO - Development and Understanding of Self and Others.

E. Kits (continued)

Shaftel, Fannie and George. People In Action. 1970. Holt, Rinehart, Winston, Inc., Subsidiary of Columbia Broadcasting System, 383 Madison Avenue, New York, New York 10017.

Consists of a teacher's guide and a series (A-E) of spiral bound books of black and white photographs. Theory and methodology for the use of role-playing and discussion photographs are provided. The photographs are dramatic and realistic and present typical social situations and problems of urban living that arouse interest and curiosity. These photographs stimulate the children to speculate, to explain, to verbalize feelings, and to seek alternative ways to solve problems. This series is especially helpful with children who come from families where parents have had little time to spend with them.

New Perspectives in Intergroup Education

Level II

SECTION VII

Level II - Teaching Units for Elementary

(Includes Supportive Learning
Activities and Selected Bibliography)

GENERAL INTRODUCTION TO TEACHING UNITS (K-12)

New Perspectives in Intergroup Education is presented in teaching units developed at four levels around four themes. Levels I and II appear in Volume I; Levels III and IV appear in Volume II.

The four themes provide the focus for the instructional objectives in each unit; the four levels provide the basis for the content, materials, types of learning activities, and assessment tasks. Each objective is followed by appropriate level content, learning activities, resource materials, and an assessment that will indicate mastery of the instructional objective by the learner.

Clearly, there will be some overlapping, but each objective relates directly to the theme and each component under an objective relates directly to that objective.

Level divisions move from the basic rudiments, Level I, of a theme to the more sophisticated and complicated elements in Level IV. Since teachers have a broad range of learners, the level divisions serve as a guide for the beginning of instruction. Assessment tasks will assist the teacher in determining the readiness of the learner for different levels. No one theme or level is mutually exclusive.

The theme and level divisions were designed to provide flexibility for the teacher in selecting appropriate level objectives for use with a selected group of learners.

Appropriateness was the single most important criterion on which the teaching units were designed. All elements of each unit were carefully screened and piloted to assure their appropriateness for each level.

Although the teaching units represent classroom piloted activities designed with carefully selected, available materials, new materials are continually being produced and published. Teachers should review new materials as they relate to a given instructional objective.

Teachers should compare their needs with the instructional objective and its content. The units are compatible with a broad range of subject matter areas. In fact, teachers in every discipline will find content which can be integrated into their ongoing classroom curriculum.

For example, if an elementary music lesson is primarily dealing with rhythm, the teacher can include ethnic dances to expand the perspective of the lesson. A biology lesson can have the added dimension of helping the learner accept every person as a human being and gain a positive self-image. The contributions of different ethnic groups to the development of mathematics add dimension to the study of that discipline.

Teachers should first select appropriate instructional objectives to which they can adapt the resources and learning activities. Next, they should select appropriate content, and, if necessary, modify the learning activities to reflect their needs.

Hopefully, these units will provide the beginnings for *New Perspectives in Intergroup Education*.

RATIONALE FOR ELEMENTARY UNITS

American society today is a pluralistic one made up of many ethnic and cultural groups which have contributed to our quality and strength. There has been a growing awareness of the values of diversity, and minorities are becoming more insistent on developing an identification and pride in their unique heritage. Despite these trends, there are blatant indications of prejudice and discrimination against "out groups," and even where no overt behavior is demonstrated, there is little or no evidence that man has become more sensitive and tolerant of human differences.

The overall development of a child's personality proceeds from himself outward toward family, neighbors, community, country, and the world. Therefore, it is important for a child to accept himself and to have pride in himself before he can accept others and their differences. When he sees ways in which all men satisfy their basic needs, he can perceive the commonality of all mankind. Then he can begin to appreciate the tremendous variety of cultures and understand the ways in which individuals and groups value their own lifestyle.

The extreme mobility of American society precludes an understanding and sensitivity to a variety of lifestyles, even though the child may grow up in a somewhat homogeneous community.

In his growth of understanding, the child must realize that prejudice exists between groups because of a lack of knowledge and contact between groups. In addition, he needs to learn the historic background of the pluralistic society that is American. In his unique position as an American, he becomes heir to the variety of cultural contributions of ethnic groups. Valuing each contribution, he should finally learn to be an active participant in a democratic society.

In the first theme, the child proceeds from an examination and understanding of himself to acquiring sensitivity toward others, an awareness of the basic needs of all persons, and a knowledge of how these needs are met in various ways.

In the second theme, the child learns to recognize his own value structure, learns of other value structures, appreciates the contributions of all ethnic groups to the American society, and achieves pride in his own ethnic identity by knowing the contributions of his own group, as well as those of other peoples.

When the child is capable of learning about prejudice, he must accept the fact that he has prejudices and then learn to identify them. He then constructs a plan, however simple, to overcome his personal prejudice. He must be aware of the historic background of group prejudices and discrimination that led to the great disparities in American life.

The classroom must be a laboratory for the practice of democratic ideals. The experience which a child gains by participating in democratic procedures can be applied to more mature functioning in American society. Therefore, the children must learn to formulate rules and to abide by them; to cooperate in group activities, and to take part in group decisions - always retaining respect for individual needs and differences.

TEACHING UNITS FOR FOUR THEMES

LEVEL II -- THEME I: FOUNDATIONS FOR EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 1: Given a variety of experiences, the learner will be able to demonstrate a positive self-image.

CONTENT

Every person should be respected as a human being.

- I. Images of self and others
  - A. Physical identity
    - 1. Likenesses
      - a. Anatomy of body
      - b. Physiology of body
    - 2. Differences
      - a. Hair styles and textures
      - b. Eye shape
      - c. Height
      - d. Weight
      - e. Coloring
    - 3. Appearance
      - a. Hair styles appropriate to face and shape
      - b. Clothing appropriate to body and occasion
  - B. Behavioral identity
    - 1. Posture
    - 2. Gestures
    - 3. Mannerisms

LEARNING ACTIVITIES

I. Use the following questionnaire as a pretest and a post-test of each learner's image. Personal inventory to be dittoed.

	Yes	No	Maybe
1. I like myself.			
2. I am happy.			
3. I like playing with other children.			
4. I like school.			
5. I like hobbies.			
6. I enjoy sports.			
7. I like to read.			
8. I like having a very special friend.			
9. I like to buy different foods.			
10. I like making new friends.			
11. I like my family.			
12. I like summer vacation.			
13. I like being myself.			
14. I like the way other children dress.			
15. I want other children to like me.			

MATERIALS/RESOURCES

Caudill, Rebecca. Did You Carry the Flag, Charlie? New York: Holt, Rinehart and Winston, Inc., 1966.

Bloch, Marie. Manya. New York: Coward-McCann, 1957.

Shotwell, Louisa. Roosevelt Grady. New York: Scholastic Book Services, 1970.

Linski, Lois, Strawberry Girl. New York: J.B. Lippincott Co., 1945.

Jackson, Jesse. Call Me Charley. New York: Harper and Row, Publishers, Inc., 1945.

Bunch, Robert. Queenie Peavy. New York: Viking Press, 1966.

ASSESSMENT TASK

I. Have the learners demonstrate a positive self-image by again responding to the personal inventory. Return the first inventory. Have the learner compare the first inventory with the second. Have the learner discuss any changes with the teacher. Collect both sets for evaluation.

II. Have each learner complete the following questionnaire to demonstrate his positive self-image.

1. What color looks best on me?
2. What styles are best for me? (for grades 4 and 5)
3. Do I feel good while speaking to my class?
4. What things do I like best about myself?
5. Do I like to work in groups? Why?
6. Do I think that I have improved any? Explain the response.
7. How can I make a plan to improve in the future?

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Every person should be respected as a human being.	I,A,1,a,b. Present a list of common organs of the body. Ask the learners to name those other organs of the human body that they know. For example, the heart pumps the blood throughout the body. Encourage the learners to act out functions of the organs. Conclude that when the skin of our bodies is removed the basic healthy physiology of all mankind is identical. I,A,2. Have each learner make a set of his own fingerprints. Use a dark magic marker, dab each finger with ink, and then press firmly on drawing paper. Mount each set of prints without identifying names on the drawing paper. Display on bulletin boards. Then ask if the children have a way to identify their own prints. Point out the uniqueness of each set of prints. I,A,3. Place a long mirror across several desks. Using tempera paint have a learner paint his portrait directly on the mirror. Other learners then take turns "trying on" the portrait. The paintings can be washed off so that other children may paint self-portraits. I,A. Place oranges on the floor. Each learner is told to take an orange and observe it for details. After ten minutes ask the learners to put their oranges back and re-find their very own orange.	Lerner, Marquerite, M.D., Red Man, White Man, African Chief. New York: B'nai B'rith, 1967. Showers, Paul. Your Skin and Mine. New York: Crowell Co., 1965. Carlson, Natalie. The Empty Schoolhouse. New York: Harper and Row, 1965. Brooks, Gwendolyn. Bronzeville Boys and Girls. New York: Harper and Row, 1965. The Story of Skin Color. Tape. $7.95. 1974. Time: 8 min. Producer: Wollensak, Kunz, Inc., 207-209 E. Patapsco Avenue, Baltimore, Maryland 21225. Instructional Objective 1, Level II, Theme I, Content I,A.	III. Have each learner demonstrate a positive self-image by contributing to a class poem. The teacher gives the learner the following frame: I seem to be________, but I really am ____________________. After each learner has completed his lines, assemble them in blank verse form. Post on the bulletin board or duplicate and distribute for further discussion.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Every person should be respected as a human being.	TEACHER: I,A. Have the learner draw a picture of himself and his neighbors. Have the learner write four words on a paper that describe himself. Place the descriptions in a box. See if each child can identify the learner who is being described and have that child's picture shown and compared with the description. I,A. Have each learner write his name on a slip of paper. Place the folded slips of paper in a box. Have the box juggled around so that the names become scrambled. Each learner picks a name and writes four words to describe each person. Then take turns reading descriptive words. See if the learners recognize themselves. I,A. [illegible] pairs of learners to work together. H[illegible]m trace a complete outline of each othe[illegible]ain wrapping paper. Each learner the[illegible] his own portrait, cuts it out, stap[illegible] and stuffs it with crumpled newspape[illegible]arents may be invited to identify the portraits. I,A,2,d. Collect data on the height and the weight of the learners. Construct bar graphs to compare the differences among learners.	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Every person should be respected as a human being.	TEACHER: I,A,2,e. (Duplicate and distribute the poem.) Read it together, then discuss the various skin shades.	

"Harlem Sweeties"

Have you dug the spill
Of Sugar Hill?
Cast your gums
On this sepia thrill:
Brown sugar lassie,
Carmel treat,
Honey-gold baby
Sweet enough to eat.
Peach-skinned girlie,
Coffee and cream,
Chocolate darling
Out of a dream.
Walnut tinted
Or cocoa brown,
Pomegranate-lipped
Pride of the town.
Rich cream-colored.
To plum-tinted black,
Feminine sweetness
In Harlem's no lack.
Glow of the Quince
To blush of the rose.
Persimmon bronze
To cinnamon toes.
Blackberry cordial,
Virginia Dare wine-
All those sweet colors
Flavor Harlem of mine!

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Every person should be respected as a human being.	"Harlem Sweeties"(continued) Walnut or cocoa, Let me repeat: Caramel, brown sugar, A chocolate treat. Molasses taffy. Coffee and cream, Licorice, clove, cinnamon To a honey-brown dream, Ginger, wine-gold, Persimmon, blackberry, All through the spectrum Harlem girls vary- So if you want to know beauty's Rainbow - sweet thrill, Stroll down luscious, Delicious fine Sugar Hill. TEACHER: I,A,2. Have the learners choose a partner. Ask the learners in each group to list the following: 1. Differences which I try to hide between myself and others 2. Differences which I sometimes laugh at between myself and others. If the children wish, have them share their inventories. Follow-up discussion: Discuss the following question with the learners. About what things do people get teased? TEACHER: I,A,3,a. Display on the bulletin board pictures which depict hair styles and good grooming techniques. Use pictures of various ethnic groups. Keep a large mirror in the classroom for the learners to look at themselves and to examine their appearance.	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Every person should be respected as a human being.	I,B. See the film - "People Are Like Rainbows." Discuss the film and relate it to the learners in the class.	
II. Peer groups A. Acceptance B. Rejection	TEACHER: II,A. Collect a wire coat hanger for each learner. Attach several long pieces of yarn to each hanger. Staple the learner's name at the top of each hanger. Use affectionate nicknames, if the child desires one. Explain carefully to the class that they may add a positive statement about any classmate and staple it on one of the pieces of yarn on that person's hanger. Display the hangers by hanging them from lights or from the ceiling.	
	II,A. Make costumes depicting the person whom the learner most admires. Discuss the reasons for the selection of the person.	
	II,B. Read aloud "The Ugly Duckling" by Hans Christian Anderson. Discuss the idea of acceptance and rejection and the feelings of people in both roles. Strive to focus the discussion on peer acceptance. Allow the learners to work in small groups, have them rewrite the story, and illustrate it as a comic strip. (Older learners might make a U-Film filmstrip.)	

LEVEL II -- THEME I: FOUNDATIONS FOR EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 2: Given a variety of experiences, the learner will be able to identify personal differences and sensitivities and to demonstrate how he would treat each person as an individual.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Every person needs to develop a positive self-image. I. Feelings and emotions A. Feelings of self 1. Pleasant a. Love b. Joy c. Affection d. Satisfaction	TEACHER: I,II. Have the learners analyze three poems dealing with these themes: mother-son relationships, self-image, and poverty. Focus the discussion on the mood and symbolism of the poems. "Mother to Son" - Hughes "Taught me Purple" - Hughes "We Wear the Mask" - Dunbar "Nancy Hanks" - Benet "Midway" - Madgett "The Still Voice of Harlem" - Hughes "The Negro Speaks of Rivers" - Hughes	Who Do You Think You Are? Filmstrips (3) and record or cassette. $19.50/f.s. and record; $21.50/f.s. and cassette. 1970. Time: I-5 min.; II-5 min.; III-7 min. Color. Producer: Guidance Associates. Instructional Objective 1, Level II, Theme I. Content I,A.	I,II. Have each learner identify the personal differences and the sensitivities of the people in these open-ended stories and demonstrate how he would treat each person as an individual.
2. Unpleasant a. Hate b. Anger c. Fear d. Jealousy e. Inferiority	TEACHER: I,II. Have the learners write, illustrate, and bind a book of the chants which they use in their neighborhood games. Present the book to a class of younger children; teach them one of the games and its chant.	Hughes, Langston. The Panther-The Lash. New York: Knopf, 1967. Hughes, Langston and Bontemps, Arna. Poetry of the Negro, 1746-1970. New York: Doubleday, 1970.	Mary Lou is a new girl in your class who talks "funny." The other children make fun of her accent. One morning she came to school and you said, "________ ________________________."
B. Feelings toward others 1. Trust 2. Respect 3. Friendship C. Feelings in social interaction 1. Leadership 2. Cooperation	I,II. Use sculpturing as a means to express emotions. Make a mixture of 2/3 parts of vermiculate or zonalite, 1/3 part of plaster of Paris and enough water to make the consistency of thick mud. Pour into clean milk cartons. Next day, have the learners peel off the milk cartons and carve an object using dull instruments. Have the learners describe and compare their carvings, emphasizing the emotions shown. Arrange a display in an appropriate area.	Bontemps, Arna. Golden Slippers. New York: Harper and Row, 1941.	Jose's grandmother and grandfather live with his family. Sometimes his grandmother is cranky. His grandfather hates noise and takes a nap in the afternoon. Jose's best friend, John, wants to visit after school. Jose is ashamed to have John visit. What would you tell Jose to do?

CONTENT

Every person needs to develop a positive self-image.

- II. Actions
  - A. Interactional influences
    - 1. Rejection
    - 2. Disapproval
    - 3. Ridicule
    - 4. Appearance
    - 5. Praise
    - 6. Acceptance
  - B. Developmental socialization
    - 1. Strengths
      - a. Honesty
      - b. Courage
      - c. Talent
      - d. Athletic ability
      - e. Academic achievement
      - f. Friendliness
      - g. Conscientiousness
      - h. Loyalty
    - 2. Weaknesses
      - a. Fear
      - b. Dishonesty
      - c. Lack of self-control
      - d. Irresponsibility
      - e. Selfishness
      - f. Hostility

LEARNING ACTIVITIES

TEACHER:

I,II. Ask the learners if they ever need to "get away from it all?" Explain that all people need to have time for self-reflection and that children are no different in their need for privacy at times. Then discuss some general topics which could be used for writing a poem, such as people, anger, dignity, sorrow, affection, babies, brotherhood, strange dreams, a perfect world, a perfect day, friends, or personal feelings. Read a few short poems aloud; e.g., "Dream Dust" or "Dreams" by Langston Hughes or, perhaps, even the words to a currently popular song. Have the group compose a few simple verses. Next, involve the children in a 20-minute "all alone" period. Let the children go to any corner, into the hall, or even outside, if feasible, to create their own poem. Request them to spend ten minutes in writing their poems. After the poems are written, share them orally and display them in an appropriate place.

"Dreams" - Langston Hughes

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

MATERIALS/RESOURCES

Guess Who's in a Group! Filmstrips (3) and record or cassette. $19.50/f.s. and record; $21.50/f.s. and cassette. 1970. Time: I-6 min.; II-7 min.; III-5 min. Color. Producer: Guidance Association. Instructional Objective 2, Level II, Theme I, Content I,B.

Adoff, Arnold. I Am the Darker Brother. New York: Macmillan, 1970.

Hughes, Langston. The Dream Keeper and Other Poems. New York: Knopf, 1932.

Hughes, Langston and Bontemps. The Poetry of the Negro 1746-1970. New York: Doubleday and Co., 1970.

Konigsbury, E.L. Jennifer, Hecate, Macbeth, William Mackinley, and Me Elizabeth. New York: Atheneum, 1969.

Glubok, Shirley. The Art of the Southwest Indians. New York: Macmillan and Co., 1971.

William from Georgia to Harlem. Time: 15 min. Distributor: Learning Corp. of American Films. 711 Fifth Avenue, New York, New York 10000. Instructional Objective 2, Level II, Theme I, Content II,B.

(continued)

CONTENT

Every person needs to develop a positive self-image.

3. Direction
   a. Courage
   b. Success
   c. Teamwork
   d. Open-mindedness

LEARNING ACTIVITIES

"Dream Dust" - Langston Hughes

Gather out of star-dust
  Earth-dust
  Cloud-dust
  Storm-dust
And splinters of hail
One handful of dream-dust
Not for sale.

TEACHER:
I,B,II. Have the learners sit in a circle. Ask the following questions:

1. What is trust?
2. What is self-respect?
3. Are these two concepts related? How?
4. Do people feel good when someone trusts and respects them?

Finish the following stories as they relate to self-respect and trust:

1. You have your lunch money on your desk. Several people are standing around your desk. When they leave, you cannot find your money______________________________.
2. You are standing on the playground. A girl comes up to you and says, "How about playing with us?"____________________
3. You have a fight with a friend. He says, "I don't want you for a friend anymore."
   ____

Have the learners write a story about:
"What I like about myself"
and
"What I do not like about myself"

MATERIALS/RESOURCES

Minority Youth: Angie. $145.00. Time: 10 1/2 min. Distributor: Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404. Instructional Objective 2, Level II, Theme I, Content I.

Geronimo Jones. 1970. Time: 21 min. Color. Distributor: Learning Corporation of America, 711 Fifth Avenue, New York, New York 10000. Instructional Objective 2, Level II, Theme I, Content I.

Carlson, Natalie. The Empty Schoolhouse. New York: Harper and Row, 1965.

Burton, Shirley. I Wonder Why. New York: Doubleday and Co., 1963.

Developing Understanding of Self and Others. DUSO Kit 0-2.8 self and social development activity cards, 5 cassettes or 17 records, 33 posters, 6 hand puppets, 33 career awareness activity cards, and metal case. Distributor: American Guidance Service, Inc., Publisher's Building, Circle Pines, Minnesota 55014. Instructional Objective 2, Level II, Theme I, Content I,A.

Clayton, Edward. Martin Luther King: The Peaceful Warrior. New Jersey: Prentice-Hall, 1968.

Bontemps, Arna. Frederick Douglas. New York: Knopf, 1959.

Carlson, Natalie. The Empty Schoolhouse. New York: Harper and Row, 1965.

CONTENT

Every person needs to develop a positive self-image.

LEARNING ACTIVITIES

II. Read the story: "The Empty Schoolhouse." Use the idea of "put yourself in the other person's place" as a role-playing activity. Become the characters in the story. Discuss the feelings and emotions of the character in the story. Write a story about how you would feel if you were one of the characters in the story.

II,B,3,d. Part I. Learn how to say the word "friend" in as many languages as possible. For example:

Ami - French
Amicus - Latin
Freund - German
Freund - Yiddish
Vriend - Dutch
Gospodeen - Russian
Amico - Italian
Chkovar - Hebrew
Aikooso - Greek

TEACHER:
Part II. Have the children make a list of the attributes of a good friend. Discuss these attributes and create pantomimes to express each attribute, using the word "friend" in as many languages, colors, and types of printing or script as possible. Design posters. Tissue collage can be used to enhance this activity. Have the children share their posters and display them appropriately.

TEACHER:
I,II. Working in small groups, have the children create pantomimes illustrating the following qualities: strength, honesty, courage, talent, athletic ability, scholastic ability, friendship, conscientiousness, or loyalty. Use these as a guessing game or for competition. Then refine the pantomimes and, using current records,

MATERIALS/RESOURCES

Kugelmass, Alvin. Ralph L. Bunche: Fighter for Peace. New York: Messner, 1962.

Stone, Elberta. I'm Glad I'm Me. New York: G. P. Putnam's Sons, 1971.

King, Helen. The Soul of Christmas. Chicago: Johnson Publishing Co., Inc., 1972.

Steiner, Charlotte. A Friend Is Amie. New York: Knopf, 1956.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Every person needs to develop a positive self-image.	dance them to appropriate music. Next, use the negative list of attributes and have the children find appropriate music for these: weakness, fear, dishonesty, treachery, irresponsibility, hostility, lack of self-control, selfishness, meanness, or cowardice. After the refinement of the positive and negative attribute pantomimes, have the children create their own dances, using the records they have chosen. Try to create a real plot and tell a whole story in interpretative dance form.	
	Research and discuss the works of Charles White, a contemporary black artist. Locate and discuss books containing the work of Charles White. Draw a picture of a man or woman in deep thought. Use dark crayon on neutral construction paper and chalk to portray highlights. Bring pictures from magazines, such as Ebony, Ladies Home Journal, or McCalls, which show a person of great dignity. How would you show dignity in a picture? Use the pictures to make a display.	Hughes, Langston. Famous Negro Heroes of America. New York: Dodd, Mead and Co., 1958. Waber, Bernard. Nobodys Perfick. New York: Houghton Mifflin Co., 1971.
	TEACHER: Make a transparency of the basic outline of the human face. Have overlays for learners to draw features that show dignity. Discuss the role which dignity plays in a positive self-image.	Sheffey, Ruth and Collier, Eugenia. Impressions in Asphalt. New York: Scribner, 1969.
	Write a poem about one of the subjects in Charles White's works. Use dignity or strength as your theme. Create an interpretive dance to show dignity, pain, or sorrow.	
	Play spirituals sung by Marion Anderson or Mahalia Jackson. Discuss the ways in which spirituals show human dignity.	

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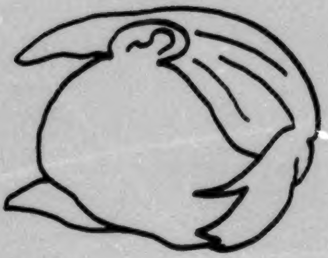
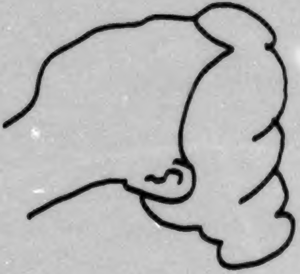
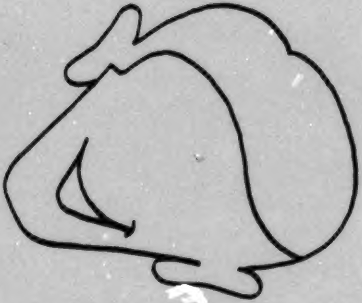
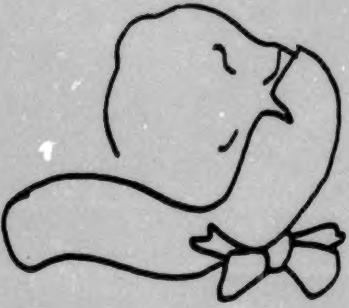
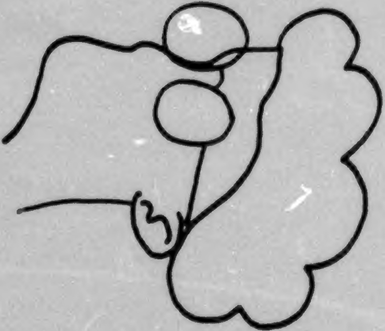
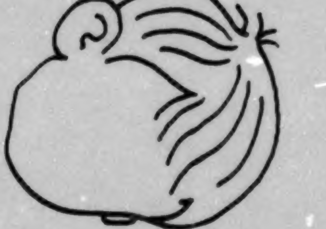


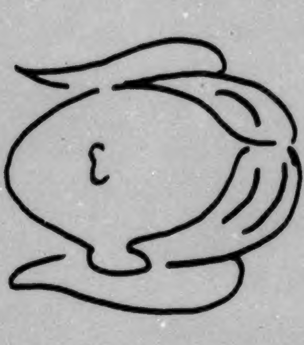


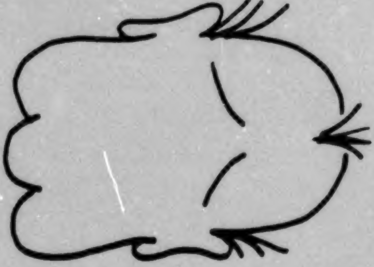


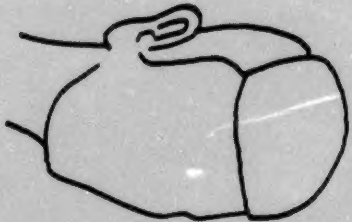


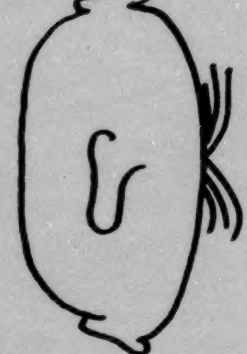


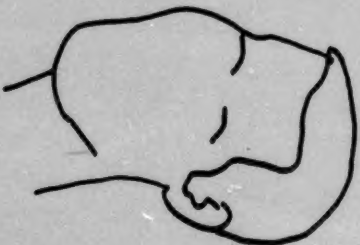


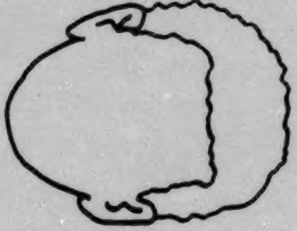












CONTENT

Every person needs to develop a positive self-image.

LEARNING ACTIVITIES

"What Is an American"

Two hundred years ago a Frenchman named J. Hector St. John de Crevecoeur came to live in this country. This Frenchman wrote an essay entitled, "What Is an American?" in which he discussed what he considered some of the basic characteristics of the Americans. He described Americans as restless and mobile, born organizers, good lawmakers, rebels, non-conformists, and inventors.

1. What does the word *characteristic* mean?
2. J. Hector St. John de Crevecoeur was speaking about Americans of 200 years ago. Do you think he would describe Americans the same way today?
3. How would you answer the question, "What is an American?"
4. Can you think of any American now or in past history who generally fits de Crevecoeur's description?
5. Do you fit this description?
6. Are you different from all other people? Explain.
7. Should each person be different from all other people? Should he always be different from others? Explain.
8. Does the fact that de Crevecoeur used many different words to describe Americans give you any clues about the differences in people? Explain.

(This activity can lead into a discussion of the meaning of individuality and conformity.)

MATERIALS/RESOURCES

Minority Youth: Adam. $140.00. Time: 10 min. Distributor: Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404. Instructional Objective 2, Level II, Theme I, Content I,B.

What Do You Expect of Others? Filmstrips (3) and record or cassette. $19.50/f.s. and record; $21.50/f.s. and cassette. 1970. Time: I-4 min.; II-4 min.; III-7 min. Color. Producer: Guidance Associates. Instructional Objective 2, Level II, Theme I. Content I,B.

What Happens Between People. Filmstrips (2) and record or cassette. $19.50/f.s. and record; $21.50/f.s. and cassette. 1970. Time: I-8 min., II-5 min. Color. Producer: Guidance Associates. Instructional Objective 2, Level II, Theme I, Content II,A.

LEVEL II -- THEME I: FOUNDATIONS FOR EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 3: Given a definition of basic human needs, the learner will be able to identify the basic needs of human beings.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Every human being has the same basic needs. I. Identifying basic needs A. The need for physical health and comfort B. The need for security and safety C. The need for a feeling of belonging, for love D. The need for accomplishment, for using abilities to achieve goals E. The need for recognition and esteem, for a sense of adequacy and self-respect	TEACHER: I. Ask the learners to respond to the question: What do people need in order to live happily and successfully? (Such responses as love, food, clothing, shelter, health, security, and safety, will probably be given.) Have the learners list the needs and then rate them according to priorities. Discuss these needs as the basic human needs of man. Ask the learners if these needs would change if they lived some other place in the world. Help the learners to discover that there are universal needs that must be satisfied in order to maintain life. Have the learners cut out pictures of people from around the world. (These pictures should depict people who are meeting their needs. Old National Geographic magazines are one source of pictures.) Place these on a bulletin board under the following captions: Clothing Homes Food Love Security Sleep Exercise	Focus on Self-Development Stage I-Responding. Study Prints. 1970. Producer: Science Research Associates, Inc., 259 E. Erie Street, Chicago, Illinois 60611. Instructional Objective 3, Level II, Theme I, Content I. Bontemps, Arna, ed. Hold Fast to Dreams. New York: Follett Publishing Co., 1969. Buff, Mary and Conrod. Hah-nee. Boston: Houghton Mifflin Co., 1956.	Have the learner identify the basic needs of human beings as shown in pictures or study prints depicting children in action, such as in the kit Focus on Self-Development Stage I-Responding. Have the learner identify basic needs of human beings by first making a list of his pet's basic needs and comparing these needs with his own.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Every human being has the same basic needs.	TEACHER: I,B. Have each learner draw a map and write a story about a "dream place." Have each learner then explain what makes the place desirable and attractive. Use the maps and stories for a bulletin board display entitled, "Have Fantasy: Will Travel."	
	Have the learners locate and compile information about the customs of Maryland Woodland Indian Tribes: Nanticoke, Piscataway, Patuxent, Susquehannock. Make a chart depicting the Indian customs which have been adopted by other Americans. Find out how the Indians preserved their meat. Compare these methods with the modern methods for preserving meat. Locate examples of Indian design in modern clothing. Make examples of Indian designs which use vegetable print. Make coil pottery.	Pine, Tillie. The Indians Knew. New York: McGraw-Hill Book Co., 1957. Hofsinde, Robert. Indians at Home. New York: William Morrow and Co., 1964.
	Using ceramic clay, make coils by rolling clay on a flat surface. When the coil is about 12 inches long, start to form the bottom of a vessel by making concentric coils of clay lying flat. Then build up the sides with rows of coils. Smooth the interior and exterior surfaces with wet hands. Allow the pots to dry for one week. Research authentic Indian designs and decorate vessels using tempera paint. When dry, shellac over the surfaces. The pots may be decorated with ceramic glaze and then fired in a kiln, but it will be difficult to reproduce authentic Indian designs unless the glaze is very thick. This activity may be combined with a trip to the Smithsonian American Indian exhibit or to other American Indian Museums.	

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Every human being has the same basic needs.	Classify a drum according to the ways in which different social groups use it. Show a drum and have the learners answer questions, such as "How would an African or an Indian use a drum? What would your mother do with the drum? How would you use a drum?" The learners may examine a square of white cloth to determine the number of different ways in which they might use it. The learners may also examine and discuss the use of other objects, such as the bow and arrow and a piece of rope.	Lenski, Lois. Blue Ridge Billy. Philadelphia: Lippincott, 1959. Lenski, Lois. Coal Camp Girl. Philadelphia: Lippincott, 1959.
II. Satisfying needs A. Healthful living 1. Diet 2. Cleanliness 3. Mental health	TEACHER: II,A. Display pictures of the human body in various states of health: normal, under-weight, over-weight, or diseased. Lead the learners to discuss: (1) How does the human body maintain a balanced state of health? (2) How does severe imbalance in the body cause death? Apply the learnings to future discussions of basic human needs.	Burton, W. F. P. The Magic Drum: Tales from Central Africa. New York: Criterion Publishers, 1962.
B. Productive living 1. Abilities 2. Goals 3. Involvement 4. Recognition	II,B. Compose "Who Am I?" sentences to give oral clues to occupations. Pantomime such occupations as farmer, doctor, teacher, businessman. Include occupations representative of the community. Discuss the qualities which these people needed in order to attain their positions. Emphasize the need for abilities, hard work, goals, involvement, and recognition.	Brockett, Eleanor. Burmese and Thai Fairy Tales. Chicago: Follett Publishing Co., 1965.
	II. Invite a parent who has an interesting occupation to visit the class. Prepare questions concerning the educational and physical requirements and the emotional and financial rewards of the parent's field.	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Every human being has the same basic needs.	TEACHER: II. On at least five slips of paper per share box, write a single ability, goal, problem, and scene. Have each learner choose one slip of paper from each box and write a story concerning the four elements he chose from each box. After the learner has written the story, have him share it with the class. Use the story as a basis of discussion about the aspects of productive living.	Steptae, John. Stevie. New York: Harper and Row, Publishers, Inc., 1969.
	The following are examples of plots to be written on slips of paper: Ability box - mechanical, artistic, athletic, mathematical Goal box - make a large amount of money, be happy and content, travel extensively, have a good job Problem box - lazy, poor, ugly, unskilled Scene box - a city ghetto, a suburb, a farm, a coal mining town	Fern, Eugene. Birthday Presents. New York: Farrot, Straus and Girous, 1967. Estes, Eleanor. Hundred Dresses. New York: Harcourt, Brace and World, Inc., 1944.

Instructional Objective 4: Given information about a variety of environments, the learner will be able to describe ways in which different environments provide opportunities for the fulfillment of man's needs.

CONTENT

Man fulfills his basic needs in a variety of ways.

- I. Geographical influences upon the world environment
  - A. Natural environment
    - 1. Topography
    - 2. Natural resources
    - 3. Climate
    - 4. Indigenous animal life
  - B. Cultural environment
    - 1. Transportation routes
    - 2. Settlement patterns
    - 3. Levels of technology
    - 4. Economic ties

LEARNING ACTIVITIES

TEACHER:

I. Have the learners research the cultures of the Hopi, Pima, or Sioux Indians or the Kpelle, Yourba, or Masai tribes of Africa. Make a salt and flour relief topographical map, scene, or aerial view of the area and culture studied.

Supplies:
1. Combine three parts of salt with one part of flour and enough water to bring the solution to the consistency of dough. This will create a mass which is suitable for sculptural modeling; the thickness may be modified for individual needs by varying the quantity of water.
2. Heavy cardboard or piece of wood
3. Water color paints
4. Brush
5. Water container

Procedures:
1. Cover the cardboard or wood with a thin film of salt and flour mixture.
2. Keeping a design in mind, create a semi-round relief, building up masses of the salt and flour mixture to various heights. Additional salt and flour may be added when the first application has dried enough to support another layer.
3. When the modeling is completed, it may be embellished by the addition of color while still moist.

(continued)

MATERIALS/RESOURCES

Joseph, A. The Indian Heritage of America. New York: Knopf, 1968.

Murdoch, G. Africa: Its People, Their Culture and History. New York: McGraw-Hill Book Co., 1959.

Inquiring About Cultures. Kit. Databank, 1 data card; 8 data foldouts; 4 data packs; 57 ditto masters; 16 filmstrips; 8 records. 1972. Producer: Holt Rinehart, and Winston, Inc., Madison Avenue, New York, New York 10017.

ASSESSMENT TASK

Describe the different environments and the ways in which the civilizations met man's needs. Use the list of artifacts found at an imaginary archeological site two thousand years in the future.

(The teacher dittos and distributes the following lists. Response may be written or oral, but each learner's progress must be evaluated individually.)

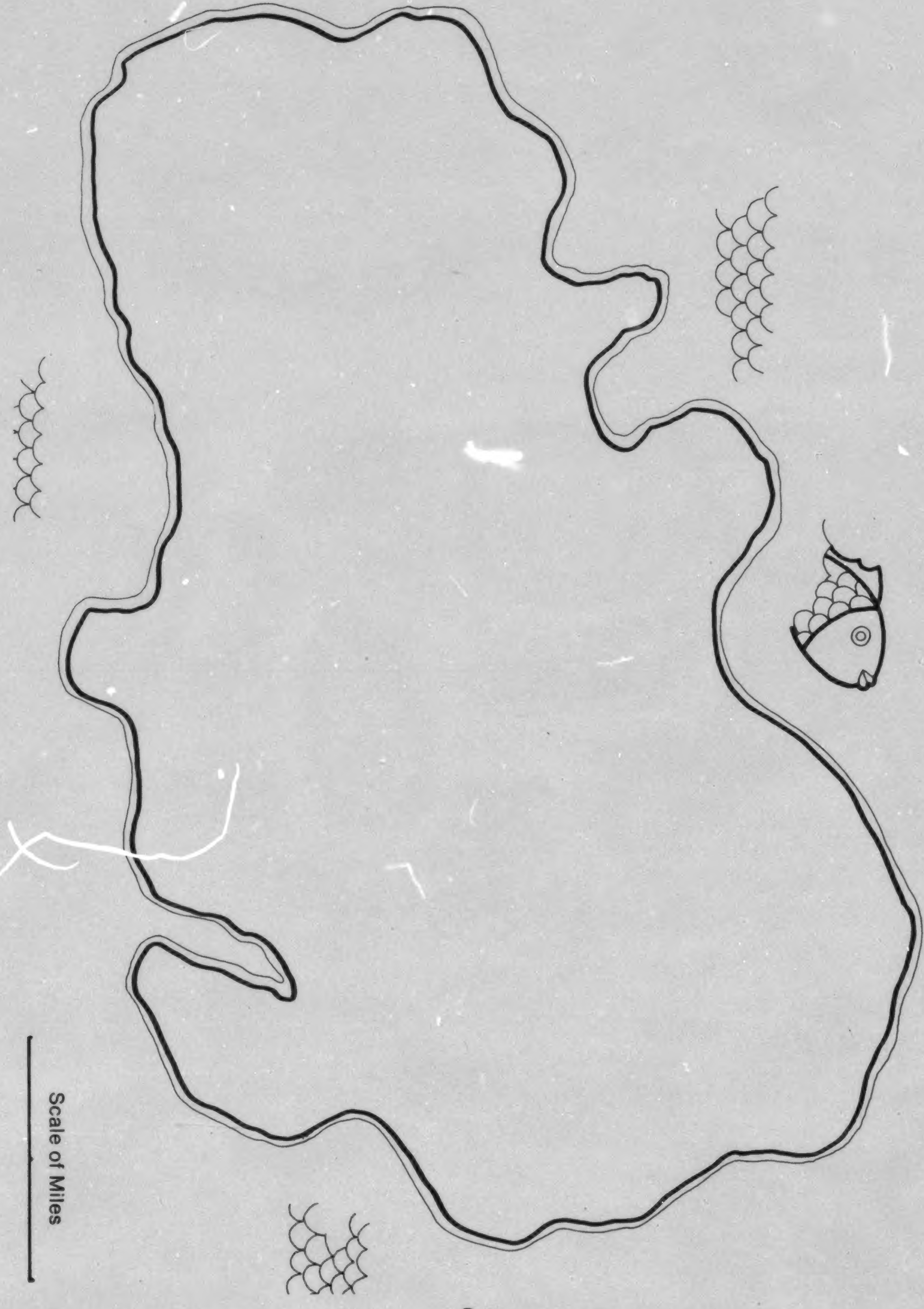
Describe and make appropriate inferences about natural resources, customs, dwellings, level of technical development, animals, and transportation that existed at each site.

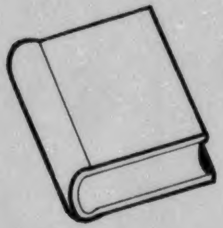
Site I

Clay pictures showing dwellings made of clay and straw, round disc showing a sunburst, stone figures of otter, seals, broken animal bones, clam shells, string of shells, bronze knives, drawings on cave walls of people wearing

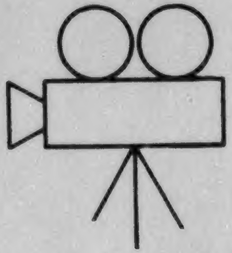
(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Man fulfills his basic needs in a variety of ways.	4. Additional interest may be created by pressing objects, textures, and patterns into the wet salt and flour.		fur garments with hoods. Cradle board with fragments of animal skins attached, bone awl, sledge, dried corn grains in a clay jar, drawings of stick figures surrounding a buffalo. Site II Wrench, hammer, wheel, cans, plastic bottles, fragments of books with pictures of people dressed in light garments, pieces of cement, steel and concrete fragments, remains of paved roads, gold coins with the words "In God We Trust" engraved on one side, and the word "democracy" engraved on the other side, a dictionary, fragments of pictures of cows. (continued)
	I,A,2. Imagine that the island shown on the map has just been discovered. No one lives there. You may develop the island country in any way that you think best. Decide where the country will be located and designate the latitude and longitude. Will the country be large - perhaps one inch per 500 miles? or small - one inch per 50 miles? Next, the borders: Is it going to be inland, or an island, or half-and half, like a coastal country? Using the map symbols, fill in the physical features - forests, mountains, rivers that would be found in the make-believe country. These features, as well as the location on the globe, should give some idea of the weather found there. Add any new symbols which you need. What resources would be located there? Before adding resource symbols, decide where fertile soil and water power would be located. Could the country survive on gold alone? Where will you locate your cities? What kinds of cities spring up in certain places? Where is the country's capital? Draw and label the kinds of transportation and the routes. Keep in mind ways of getting goods out of the country and into the country. The choice of resources should give you ideas about imports and exports. (See attached samples for symbols and map.)	Martin, Bill. Once There Were Bluebirds. Book and record or cassette. $4.50/book; $5.99/record; $6.99/cassette. Publisher: Bowmar Publishing Corp., 1970. Martin, Bill. Spoiled Tomatoes. Book and record or cassette. $4.50/book; $5.99/record; $6.99/cassette. Publisher: Bowmar Publishing Corp., 1970.	

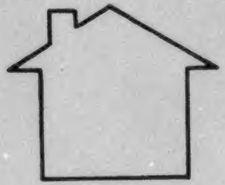

Scale of Miles



PRINTING,
PUBLISHING



MOVIE MAKING



CONSTRUCTION
(HOMES, HIGHWAYS,
FACTORIES.)

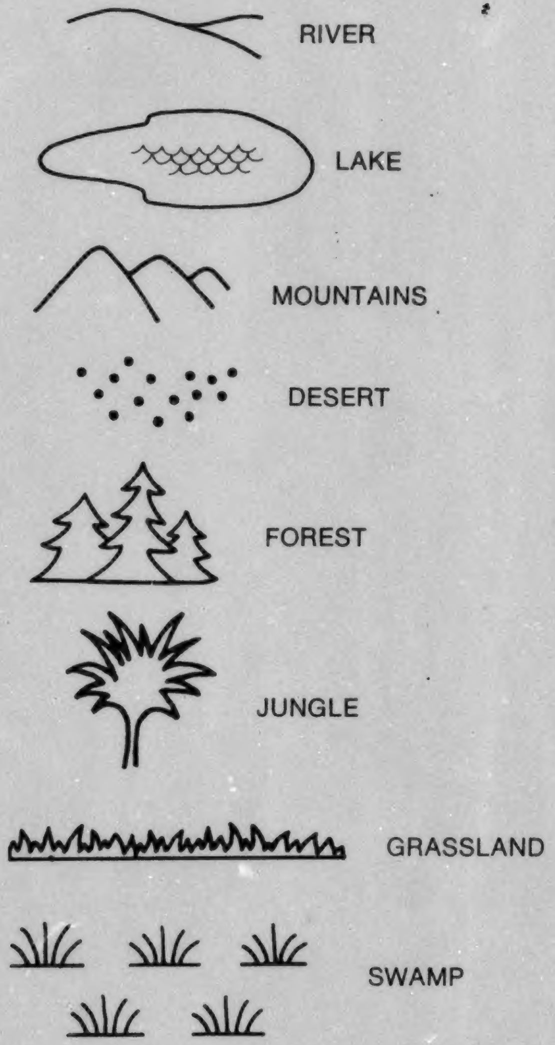
POPULATION

▥	Over 250
●	150-250
▦	50-150
▨	Under 50

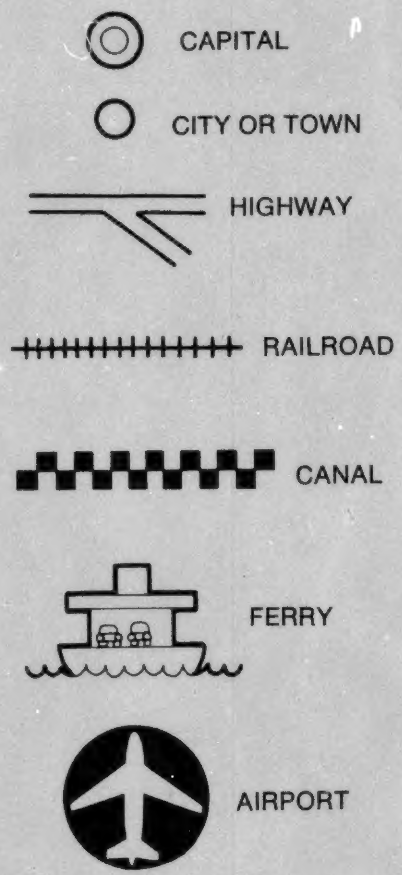
PER SQUARE MILE

FACTS AND FIGURES
OFFICIAL NAME: ____________________
POPULATION: ____________________
MAJOR CITIES: ____________________
FORM OF GOVERNMENT: ____________________

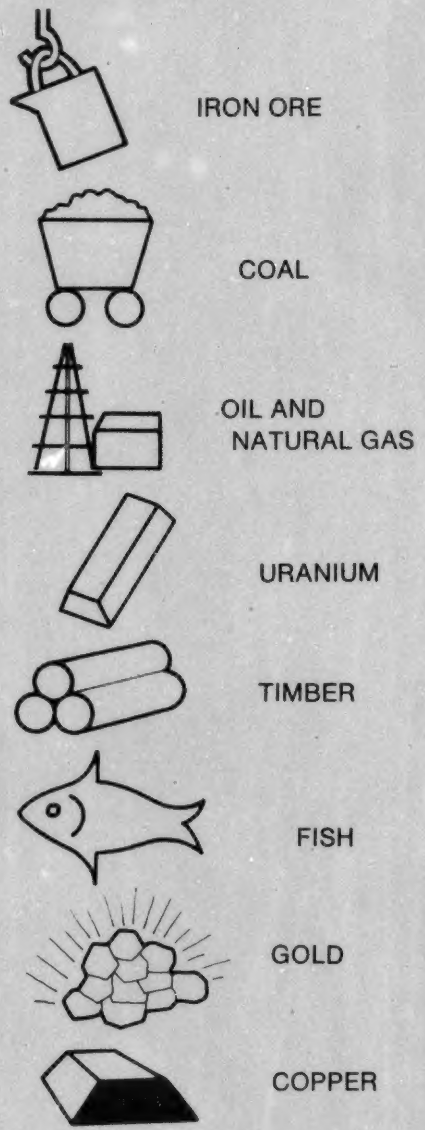
PHYSICAL FEATURES


RIVER
LAKE
MOUNTAINS
DESERT
FOREST
JUNGLE
GRASSLAND
SWAMP

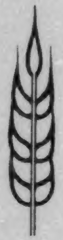
MAN-MADE FEATURES


CAPITAL
CITY OR TOWN
HIGHWAY
RAILROAD
CANAL
FERRY
AIRPORT

NATURAL RESOURCES


IRON ORE
COAL
OIL AND
NATURAL GAS
URANIUM
TIMBER
FISH
GOLD
COPPER

AGRICULTURE AND LIVESTOCK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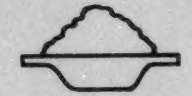
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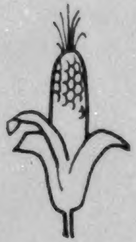
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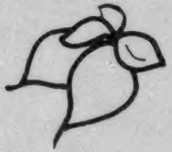
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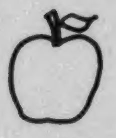
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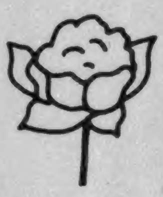
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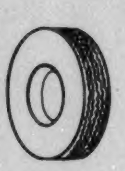
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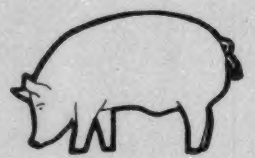
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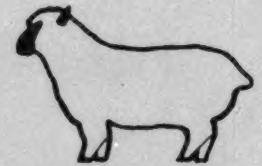
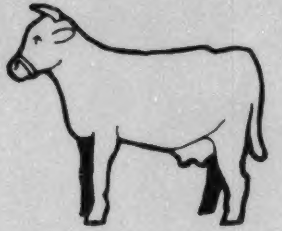
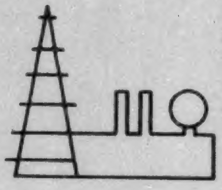
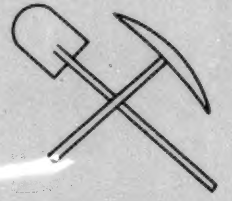
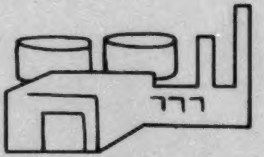

SHEEP


CATTLE

MAJOR INDUSTRIES


OIL REFINERY


MINE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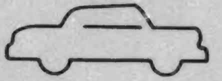
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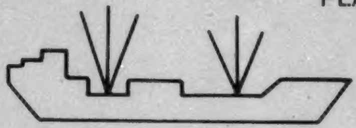
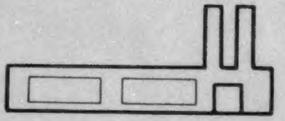
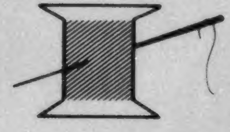

SHIPYARD


FOOD PROCESSING PLANT


TEXTILE FACTORY

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Man fulfills his basic needs in a variety of ways.	TEACHER: I. Have the learners bring to the class labels from canned and frozen foods and advertisements of manufactured goods. Discuss such questions as, "Which of these products are familiar to you? How does the availability of these products affect your lives?" Compare the life of the early American colonists with that of present-day Americans. Have the children write a story about ways in which a family might react if they found themselves in situations such as being stranded in a storm, being forced to land on an uninhabited island, or being grounded on a sand bar.	Martin, Bill. Adam's Balm. Book and record or cassette. $4.50/book; $5.99/record; $6.99/cassette. Publisher: Bowmar Publishing Corp., 1970.	Describe ways in which different environments provide opportunities for the fulfillment of man's needs by completing the following chart. Use the researched materials which you collected.
	I,B. Make a parallel study of the migration of many groups to the United States. Make a chart showing the places they settled in the United States and the reasons for their choice of a particular place. Note also the names of famous people in each group.	Fitch, Robert and Lynn, Soy. Chicano: I'm Mexican American. Mankots: Creative Educational Society, 1970.	
II. Problems of urban, farm, and suburban communities A. Sanitation B. Beautification C. Protection D. Vandalism	TEACHER: II. Divide a large bulletin board into four sections. Mount pictures depicting each of the four aspects of adaptation: transportation, settlements, technology, economics. Taking each section separately, help the class to observe the interdependence of the four aspects of adaptation to the environment shown in the picture. Choose an unusual environment like the arctic region. Draw pictures of dog sleds and airplanes. Explain why trucks and cars would not be a suitable means of transportation in that particular region.		

	Environment		
Needs	Urban	Surburban	Rural
Sanitation	Garbage collection	Garbage collection	Dump, Landfill
Protection			
Beautification			
Air			
Water			
Production of goods			
Distribution of goods			

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Man fulfills his basic needs in a variety of ways. E. Air and water pollution F. Production and distribution of goods	II. Write an ending to this story: We have run out of gasoline for automobiles, trucks, airplanes, buses, and motorcycles. This has happened right now; today, we are in the midst of this crisis. What happens now? What shall we do tomorrow and from now on? Draw a picture to illustrate the story solution. TEACHER: II. Invite resource people to explain and discuss the factors which determine the value of land in their area. A resource person might be a real estate agent, a city planner, or a representative of the Department of Parks and Recreation. Guide questions for the class to ask the speaker: 1. What is the cost per acre of land in the inner city? The edge of the city? The suburbs? Farm areas nearby? Why? 2. What is the cost of buying and developing land into a city park? 3. What are the taxes per acre of land in the city? The suburbs? Farm area? Why?	
III. Cultural differences in the solutions of community problems A. Navajo and Serbian shepherds B. American tribal Indians and tribal Africans 1. Hopi-Kpelle 2. Pima-Yourba 3. Sioux-Masai C. Others	TEACHER: III. Have the learners write a chart story about a Navajo boy or girl. Make a class filmstrip, using felt tip coloring pens. Use the class story as the narration and present the production to another class. The teacher may adapt this activity to any culture studied. Check with the media specialist for the purchase of filmstrip.	Brooks, Charlotte. The Outnumbered. New York: Dell Publishing Co.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Man fulfills his basic needs in a variety of ways.	TEACHER: III. Have the learners form small groups to study different cultures. Examples: Eskimo, Kpelle, Japanese, Navajo Indian, Lumbee Indian, Puerto Ricans. Have the learners research the life styles of each culture. Have each group construct a cultural component chart for the specific culture which is being studied. (See the following diagram.) Share the findings with the class.	
	TEACHER: III. Inquire if any learner has had the experience of moving to a different place and of finding that the way he spoke, did something, or wore his clothing was different from the ways of most people who lived there. Ask, "What made you aware of the difference? Was it because others questioned you, laughed at you, or told you that you were wrong? What was your reaction? How did you feel? What did you do? What did your parents advise you to do? Suppose one of those children had moved to the place where you came from, would there have been the same reaction to the different ways of the stranger?" (Almost every child has experienced this "feeling different" in some way, because of family customs, religion, socio-economic levels, national heritage, or local school systems. It will be valuable for the pupils to realize that nearly everyone has such experiences at some time in his life.)	Bouchard, Lois. The Boy Who Wouldn't Talk. 501 Franklin Avenue, Garden City, New York 11530. Doubleday and Co., Inc., 1969.

CONTENT

LEARNING ACTIVITIES

MATERIALS/RESOURCES

Man fulfills his basic needs in a variety of ways.

III. Analysis of Cultural Chart:

Topic	Your Culture	Culture I	Culture II
Farmer's method of obtaining his land			
Important crops			
Animals domesticated			
Women's work			
Men's work			
Occupations other than farming			
Clothing			
Contact with other cultures			
Literature			
Mores or customs			
Art			
Social orders or government			
Religion			
Shelter			
Foods			

Follow-up to previous activity:
Construct a diagram depicting the particular culture which has been studied. Use shoe boxes or grocery boxes in which to construct the scene.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Man fulfills his basic needs in a variety of ways. IV. Satisfying emotional needs	IV. Familarize yourselves with the steps and perform in groups such dances as: Czech Polka, Israeli Hora, Mexican Hat Dance, Greek-line Dance, Hawaiian Hand Motions. Use recorded authentic native music as accompaniment. Teach any other ethnic dances you know to the class.	
A. Literature, art, music, dance B. Folkways, mores, customs 1. Goodluck charms 2. Protection for charms 3. Candles or lights 4. Masks 5. Superstitions 6. Religions	IV. Listen to records of short selections of various kinds of music. Examples: African Vietnamese Jewish Chinese East Indian South American Explain from which ethnic group the music comes and how the music makes you feel. Clap or move in spontaneous dance to the rhythm and mood of the music. Use rhythm instruments. Sing along with the voices on the record to capture the mood of the music and to appreciate the techniques involved.	Zaret, Hy and Ginger, Lou. Little Songs on Big Subject. New York: Argosy Music Co., 1967. Neville, Emily. Berries Goodman. 10 East 53rd Street, New York, New York 10022: Harper & Row Publishing Co., 1965.
	IV. Dramatize the repetitive movements of groups working together and sing the songs which have their origins in such activities. Example: Sea Chantey - (hauling the sails) "Blow the Man Down" Making Music Your Own - Book 5 Railroad song - (driving spikes, laying ties) "Drill Ye Tarriers" Making Music Your Own - Book 5	

Man fulfills his basic needs in a variety of ways.

IV,B,6. Research the likenesses in the religions of West Africans and American Indian societies. How can the rituals of pagan religions be related to practices in present forms of religions? Make a chart in which strong religious beliefs are compared with the migrations of the Europeans. Read and compare the chart and discuss the similarities of the religions. Older learners may research and comprise the chart.

ISLAM	JUDAISM	CHRISTIANITY	HINDUISM	BUDDHISM
Kill not one another.	Thou shalt not kill.	Thou shalt not kill.	Vishnu is pleased with him who neither beats nor slays any living thing.	The good man will not injure, kill, nor put in bonds.
Speak the truth.	Thou shalt not bear false witness.	Thou shalt not bear false witness.	Thou shalt not raise a false report.	Speak the truth.
Deal not unjustly with others, and you shall not be dealt with unjustly.	Hillel says, "Do not do unto any man that which you would not have done to yourself."	Golden Rule: Do unto others as you would have others do unto you.	Wound not others, do no one injury by thought or deed.	Do not speak harshly to anyone, those who are spoken to will answer thee in the same way.
Show kindness to your parents.	Honor thy father and thy mother.	Honor thy father and thy mother.	Pay reverence to the aged.	One should obey one's father and mother.

Bond, Jean. Brown Is a Beautiful Color. New York: Franklin Watts, Inc., 1969.

Rosenthal, R. The Splendor That Was Africa. New York: Oceana Publications, 1967.

Sorenson, Virginia. Plain Girl. New York: Harcourt, Brace and World, Inc., 1955.

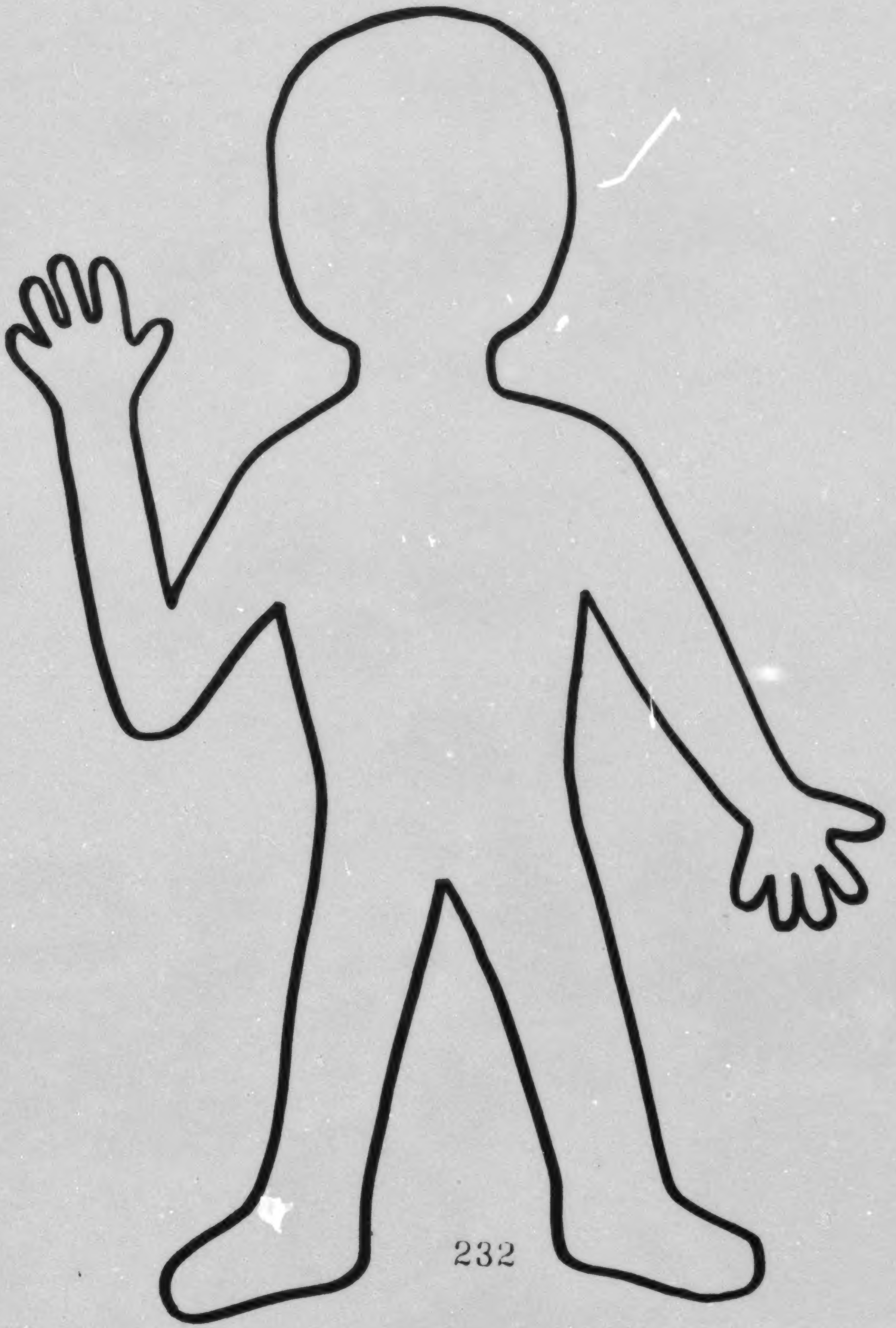
Greggenheim, Hans. The World of Wonderful Difference. Washington, D.C.: B'nai B'rith, 1967.

Developing Basic Values. Filmstrip (4) and records (2) or cassettes (2). $32.50/f.s. and records; $36.50/f.s. and cassettes. Time: I-11 min.; II-10 min.: III-12 min.; IV-11 min. Color. Producer: SVE. Instructional Objective Level II. Theme I, Content IV. 1970.

LEVEL II -- THEME II: ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

Instructional Objective 1: Given descriptions of ethnic groups, the learner will be able to state that each person is a member of an ethnic group and to explain how each person views the world according to his own value structure.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Ethnocentrism causes most people to view the world as if their way is the right and natural way and their values the true values.	I,A,B. Choose a partner with whom to work. Name all the members of your family; describe your neighborhood, your favorite toys, holidays, and friends. Each partner then makes an individual mural showing your family and friends celebrating your favorite holiday. Compare your own mural with your friend's mural. In what ways are they alike? In what ways are they different?	Burgwyn, Mebane. The Cracker Jack Pony. Philadelphia, Pennsylvania: J. B. Lippincott Co., 1969. Burchardt, Nellie. Project Cat. New York: Franklin Watts, Inc., 1966.	The teacher reads a story which relates one version as told in Africa, one version as told in Asia, and one version as told in Northern Europe. Have the learners state where each version is told and explain how each group views the world according to his own values. The Story: Long ago when the world was young and the great Spirit was fashioning mankind, he molded some figures of clay and put them into the great oven to bake.... First Version: First, he baked them too slowly and they were too white. Then he burned a batch and they were too black. Some were baked just long enough so they came out perfectly golden yellow. (Answer-Asia)
I. Establishment of value structure A. Family 1. Ethnic heritage 2. Racial heritage 3. Religious heritage B. Neighborhood C. Region	I,A. Respond to the following sentences: 1. Besides being an American, I am ________________. 2. Something special about my family is________________. 3. Something special about my culture is________________. Share your answers with your class.		
D. Newspapers 1. Ethnic 2. Local 3. National E. Magazines 1. Ethnic 2. National 3. Occupational F. Radio G. Television	I,A. Create Bill Somebody by using the following diagram. Give Bill Somebody ideas that you feel would make him a nice person to have as a friend. Write his ideas in his head. Dress him in clothes. Give him some friends. (continued)		



CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Ethnocentrism causes most people to view the world as if their way is the right and natural way and their values the true values.	Fill in these sentences for Bill Nobody. 1. I like__________. 2. I celebrate________. 3. I am happy when________. 4. I am sad when_________. 5. I'd like to grow up to be________. 6. I enjoy________with others. 7. If I could have three wishes, they would be: a.______________ b.______________ c.______________		Second Version: First, he baked them too little and they came out unfinished and white. Then he baked them a little longer so they were a little better, but still too yellow. Then, at last he baked them long enough so they came out black and done just right. (Answer-Africa)
H. Movies I. Books J. Clubs K. Music L. Art	TEACHER: I,A,B,C. Part I. Prior to the lesson, construct a large flower on the board with moveable parts. Have at least six leaves for your flower. On each leaf print six of the twelve factors that members of your class find important for establishing values. These factors are family, neighborhood, region, newspapers, radio, music, books, and television. Do this prior to the lesson.	Burton, W.F.P. The Magic Drum: Tales from Central Africa.	Third Version: First, he baked them a long, long time and they burned black. Then he baked them a shorter time, but they were still too well done and yellow. Then he baked another batch and they came out white and just right. (Answer-Northern Europe)
	Write the word *value* on the chalkboard. Lead the children in a brainstorming session during which they give words or phrases to explain value.		
	As the children respond, relate their responses, where appropriate, to the six printed leaves that you have selected. Attach them to the stem of the flowers as the discussion progresses. Summarize by pointing out that these are factors which help us to establish our values. Together with the class, compose a statement to summarize the meaning of value.		

CONTENT

Ethnocentrism causes most people to view the world as if their way is the right and natural way and their values the true values.

LEARNING ACTIVITIES

Part II. Prepare petals for the flower in advance. Cut out pictures of various ethnic and racial groups and paste each ethnic or racial group on a separate petal. In the center of the flower, print the word *Americans*. Help the children to note that Americans are of different ethnic groups and have different values. Keep this chart in the room for future reference.

TEACHER:
I,A. Read aloud stories from collections of fairy tales of other cultures. Have the learners compare the heroes. Have them dramatize one of the stories, using music from the particular culture and paint an appropriate backdrop.

I,A,B,C. Bring to the class ethnic recipes from people you know; e.g., grandparents, neighbors, or friends. Compile a cookbook and illustrate it. Prepare one of the foods in the classroom and taste it.

Spanish Rice with Beans
Combine and sauté:
1 lb. chopped ham
1/2 lb. bacon
1 medium size onion
1 green pepper
1 tomato
1/2 tsp. of parsley
1/2 tsp. of oregano
4 t. tomato sauce
3 t. oil
1/2 t. salt
Add and sauté a few minutes longer:
2 c. rice
1 can red kidney beans
Add just enough water to cover, bring to a boil, and cook until most of the water has evaporated. Stir, cover, reduce flame to very low, and cook for about 35 minutes.

MATERIALS/RESOURCES

Singer, Issac. Zlateh, The Goat and Other Stories.

Burchard, Peter. Chito. New York: Coward-McCann, 1968.

Hampden, John. Arabian Nights. New York: World Publishing Co., 1970.

Chase, Richard. Jack Tales. Massachusettes: Houghton Mifflin Co., 1943.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Ethnocentrism causes most people to view the world as if their way is the right and natural way and their values the true values.	TEACHER: I,B. Read aloud the poetry or stories of noted authors from many ethnic groups. Select poetry or stories which are written in dialect. Replace the dialect with standard English so that the learners may note that the dialect adds distinct flavor to the literary work. For example: "Comin thru the Rye" by Robert Burns "In De Mornin" by Paul Lawrence Dunbar "Mia Carlotta" by Thomas A. Daly "Lil Orphant Annie" by James Whitcomb Riley	Bontemps, Arna. Hold Fast to Dreams.
	I,B. Compose and send a letter to the Baltimore Sun asking for a copy of John Goodspeed's Lexicon of Baltimorese. Discuss the book and explain that each person has a dialect. Tape short speeches, play them, and listen to the recordings by various class members.	Carpenter, Allan. Maryland, From Its Glorious Past to the Present. Chicago: Children's Press, 1966.
	STUDENT: I,B,C. Pretend you are a pioneer in an earlier time. Then you would say things which sound the way people talked in those days. Below are some words you might use. Read them and study their meanings. Fill the blank in each sentence with a word to show what you would say when you play the role of a pioneer. Write the definition of each word on the line below the sentence. -hobble: a short rope tying the front legs of an animal to keep it from wandering -critter: creature, animal -side meat: salt pork or bacon; meat from the side of a hog -quinsy: an illness involving a sore and swollen throat -boot: something included in a trade or swap to make it more even -smidge: a small amount -plumb: completely -whopper-jawed: lopsided, not square -potluck: whatever food there is without special preparation (continued)	

CONTENT

Ethnocentrism causes most people to view the world as if their way is the right and natural way and their values the true values.

LEARNING ACTIVITIES

1. Most of the winter we ate nothing but __________ and corn bread.
2. The crib where we kept corn for the cows was __________ empty.
3. Part of the _______ in the trade was an old swaybacked mule.
4. You'd better put a halter on that horse before you take his __________off.
5. Aw, come on, Ma, at least give me a ________ of the cake.
6. You're welcome to stay for supper if you'd like to take ______________with us.
7. Abigail came down with a bad case of_________.
8. Old Virgil just naturally likes a wild ______________.
9. That fence corner is ______________; we've got to straighten it up.

I,G. Watch one or more of the following programs and write one statement about the values of each character. How does each one of these characters feel about people of other races? Compare and contrast the values of the characters with your own. List the following on a ditto:

Maude
1. Maude
2. Arthur
3. Walter

All in the Family
1. Archie
2. Edith
3. Gloria
4. Michael

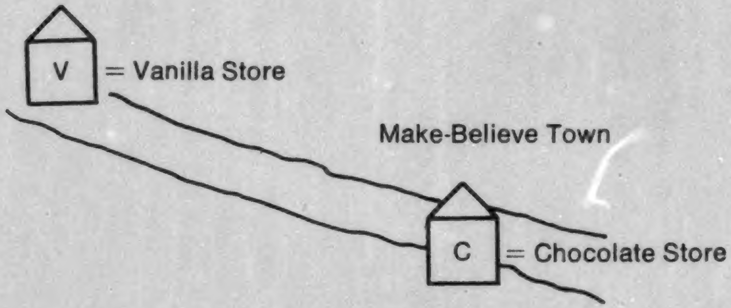
Good Times
1. Florida
2. John
3. Willona
4. J.J.
5. Thelma
6. Michael

Sanford and Son
1. Fred
2. Lamont

Chico and the Man
1. Chico
2. Ed Brown

MATERIALS/RESOURCES

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Ethnocentrism causes most people to view the world as if their way is the right and natural way and their values the true values. II. Effects of value structure A. Bias	II,A. Respond to these questions: 1. The best people I know are ________. 2. My favorite sport is ________. 3. The best country in the world is ________. 4. Houses should be made of ________. 5. Grandmas should live with ________. 6. The best animal for a pet is ________. 7. The most delicious thing you can eat is ________. 8. The best place to vacation is ________. 9. The best television program is ________. 10. The best city (or town or country) is ________.	Focus on Self Development-Stage II-Responding. Kit (6) filmstrips, records or cassettes, four story records or cassettes, twenty photoboards, pupil activity books, and teacher's guide. $121.00/records; $135.50/cassettes. Distributor: S.R.A. Instructional Objective 1, Level II, Theme II. Binzen, Bill. Miguel's Mountain. New York: Coward-McCann, Inc., 1968.
B. Conflict 1. Busing 2. Open enrollment C. Exploitation 1. Slavery 2. Westward expansion 3. Economic exploitation	Place your answers on a large paper bag. Use a different colored crayon to print each answer. Print the words in a design over the entire bag. Cut two eye holes in the bag. Place the bag over your head as a mask; walk around among your classmates and try to find a friend who has some of the same words written on his mask. (When you view the world through your own preferences, as you do wearing this mask, you are being ethnocentric and allowing bias to determine your actions. Everyone is ethnocentric, but the more mature you are and the more you learn about all people, the less ethnocentric and biased you become.)	Bierhorst, John, ed. The Fire Plums: Legends of the American Indians. New York: Dial Press, Inc., 1969.
	(After the learners have studied other cultures, repeat this activity and have each learner pretend to be a child of another culture.)	Brockett, Eleanor. Burmese and Thai Fairy Tales.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Ethnocentrism causes most people to view the world as if their way is the right and natural way and their values the true values.	TEACHER: II,B. Draw the following diagram on the board.  V = Vanilla Store Make-Believe Town C = Chocolate Store	Martin, Bill. I Reach Out to the Morning. Book and record or cassette. $4.50/book; $5.99/record; $6.99/cassette. Publishers: Bowmar Publishing Corp., 1970.
	Divide the class according to their preference for vanilla or chocolate ice cream. Have the children sit on opposite sides of the room according to the flavor they have chosen. Proceed with the following questions: 1. Children, what would you do if you got tired of eating your flavor of ice cream all the time? Possible response from learner: "I would go to the other store." Have the children who wish to go across town and get an opposite flavor of ice cream to switch sides of the room. Substitute people for ice cream as a means of depicting the idea of ethnic diversity.	Martin, Bill. It's America For Me. Book and record or cassette. $4.50/book; $5.99/record; $6.99/cassette. Publisher: Bowmar Publishing Corp., 1970.

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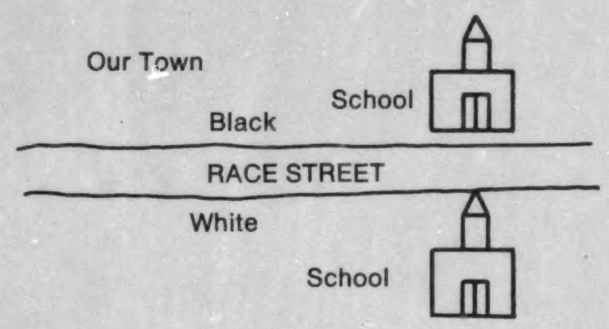
CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Ethnocentrism causes most people to view the world as if their way is the right and natural way and their values the true values.	 Our Town School Black RACE STREET White School	
	TEACHER: Explain to the students that in the past many towns were divided (as in the diagram). In order to learn from people of different ethnic backgrounds and to share ideas, we need to be exposed to different people. Have the students discuss how children from each school can share ideas while considering the prevailing housing patterns of most Maryland counties. Why do you think some people do not want to live in communities where people of different ethnic groups reside?	
	TEACHER: II,C. Have the learners draw a picture of a cowboy. Allow the children to show their pictures and briefly describe them. Did you draw any black cowboys? Why or why not? Briefly present information about black cowboys. Encourage a discussion of the following question, "Why was the black cowboy the only one eliminated from legend and myth?"	Burt, Olive, Negroes In the Early West. New York: Messner, Inc., 1969.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Ethnocentrism causes most people to view the world as if their way is the right and natural way and their values the true values.	II,C. Read and consider how to solve these problems. 1. You own 100 acres of land and you want to make a large sum of money. There are no people for hire. How would you find the labor (people) to plant and harvest a profitable crop? 2. You own several old apartment houses in the city. You pay a high tax on these houses. You want to make a large amount of money. How can you increase your earnings? 3. You are a small farmer living on the edge of the wilderness. Your oldest son is getting married and will need a farm of his own. Indians hunt in the woods nearby, but they don't plant or farm. What would you do? TEACHER: After the learners have responded to the above situations, have the class compare these hypothetical situations to those of the plantation owners of the 18th century who resorted to slavery, to the slum landlords of today, or to the frontier farmer of the 18th century. Attempt to develop the idea that the owner's values affect their actions. Relate these activities to the frontier expression, "The only good Indian is a dead Indian."	Baldwin, Gordon. How the Indians Really Live. New York: G. P. Putnam's Sons, 1967.

LEVEL II -- THEME II: ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

Instructional Objective 2: Given information about a variety of cultural life styles, the learner will be able to decide that each lifestyle is uniquely interesting, exciting, and valuable.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
An understanding of ethnocentrism facilitates independent and critical thinking. I. Dispelling ethnocentrism A. Folkways B. Music C. Art D. Architecture E. Food F. Dance G. Games H. History I. Languages J. Others	I. List your hobbies, interests, family members, and at least one special family folkway or custom. Cut out a ring of colored paper approximately 12 inches in diameter and three inches wide. Mark off the circle into sections representing the customs on each child's personal list. Find magazine illustrations to paste on the ring in order to illustrate the customs and traits. If magazine illustrations are not available, draw pictures. When you have completed the ethnocentric circle, form groups to find customs which match those of another child. Wherever a custom matches, cut out one matching edge of the ring and mount the customs next to each other on a large bulletin board. This forms a three dimensional design. Attach every ring in the class in an attractive design. (Point out that this is a graphic representation of the concept of ethnicity and intertwining of all customs into the "cultural mosaic" of the community or the United States.) Following this activity, discuss ethnocentrism and its meaning to the community.	Serfozo, Mary. Welcome Roberto! Bienuenido Roberto! Chicago: Follett, 1969. Nash, Veronica. Carlitos' World: A Black in Spanish Harlem. New York: McGraw-Hill, 1969. Mann, Peggy. When Carlos Closed the Street. New York: Coward McCann and Geoghegan, 1969. Lenski, Lois. San Francisco Bay. New York: Lippincott Co., 1945. Lenski, Lois. Blue Ridge Billy. Lenski, Lois. Coal Camp Girl.	Have the learners decide what is uniquely interesting, exciting, or valuable in each cultural life style by completing the following sentences: 1. The Mexican Americans ______. 2. The Jewish Americans ______. 3. The Polish Americans ______. 4. The Czech Americans ______. 5. The Puerto Rican Americans ______. 6. The American Indians ______. 7. The black Americans ______. 8. The Chinese Americans ______. 9. The Greek Americans ______. 10. The Japanese Americans ______.
	Make African drums by collecting large coffee cans, sheets of leather-like plastic, and strong cord. Decorate the side of the coffee can in an African motif prior to stretching the leather over each end. Open both ends of the coffee can. Cut out enough "leather" to cover each end. Stretch the pieces.	Dietz, Betty and Olatunji, Michael. Musical Instruments of Africa. New York: John Day Co., 1965. Courlander, Harold. Negro Folk Music, U.S.A. Record. New York: Columbia University Press, 1966.	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
An understanding of ethnocentrism facilitates independent and critical thinking.	I. Select a friend as a partner. Have your friend decide in which one of the following cultures he will pretend to live: 1. A Jewish neighborhood in New York City. 2. An Indian reservation in Arizona. 3. A Mexican American neighborhood in Brownsville, Texas. 4. An Appalachian coal mining town in West Virginia. Write a letter to your pen pal living in his chosen culture. Ask him questions about his home, family, neighborhood, and friends. He must respond and answer your questions. Be sure to use good letter writing form, and prepare to share your letter with the other learners.	Seeger, Pete. America's Favorite Ballads. New York: Oak Publications, Inc., 1961. Jaye, Mary and Hilyard Imogene. Making Music Your Own-K-6. Morristown: Silver Burdett Co., 1966.
	I. Using magazines, cut out a variety of pictures of buildings from all over America. Mount them in a scrap book, leaving room for an explanation of each picture. Can you classify any of your buildings into the following categories? 1. Buildings of red brick 2. Buildings with columns 3. Buildings with spires 4. Buildings with domes 5. Buildings with many stories 6. Buildings with arches 7. Buildings with balconies 8. Others Using an encyclopedia or other reference books, try to find similar architectural features in buildings in other countries around the world. Write the name of the countries next to your pictures.	

CONTENT

An understanding of ethnocentrism facilitates independent and critical thinking.

LEARNING ACTIVITIES

I. Using the book, Art of the North American Indian, select and share several pictures with the learners and discuss the aspects of the American Indian's culture that is reflected in their art forms. Each learner might choose one of the Indian motifs to design his own fabric or use a plain T-shirt to decorate with magic markers.

I. Keep a diary as if you were an immigrant who signed up to follow Zebulon Pike along the Santa Fe Trail.

I. Research the meanings and origins of the words in the following list. How many ethnic groups contributed to the English language?

1. pajama
2. opposum
3. bobushka
4. Mississippi
5. kimono
6. match
7. Chesapeake
8. beef
9. lanai
10. coffee

TEACHER:
Place this chart on the chalkboard.

GERMAN	DUTCH	SWEDISH
Vater	vader	fader
Muter	modder	moder
Schwester	suster	syster
Bruder	broeder	broder

DANISH	YIDDISH
fader	toter
moder	muter
syster	schwester
broder	bruder

(continued)

MATERIALS/RESOURCES

Glubok, Shirley. The Art of the North American Indians. New York: Harper and Row, 1964.

Martin, Patricia. Indians: The First Americans. New York: Parents Magazine Press, 1970.

American Indians Yesterday and Today. Publisher: Elgin, Illinois 60120: Cook Publishing Co., 1972. $4.95. 24 study prints, resource manual.

Farquhar, Margaret. Indian Children of America: A Book To Begin On. New York: Holt, Rinehart and Winston, Inc., 1964.

McCagere, James. Tecumseh. Illinois: Garrard Publishing Co., 1970.

Lerner, Marquerite, M.D. Red Man, White Man, African Chief. New York: A.D.L.B'nai B'rith, 1967.

Yashima, Taro. Crow Boy. New York: Criterian Publishers, 1957.

Clifton, Lucille. All Us Come Cross The Water. New York: Holt, Rinehart and Winston, 1973.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
An understanding of ethnocentrism facilitates independent and critical thinking.	Ask the learners to translate these words. Relate these words to the similar words in English. Reinforce the concept that English is derived from several languages and is constantly being enriched by new additions.	
	TEACHER: I. Write the titles of the following games on the chalkboard; all of these are names for the same game. 1. Cops and Robbers 2. Cowboys and Indians 3. Hunters and Tigers 4. Mounties and Outlaws Why do you think the names are different? In which culture do you think the game originated? Give reasons. What do you think this game will be called one hundred years from now?	Hyde, Philip and Jett, Stephen. Navajo Wildlands. New York: Sierra Club, 1969. Fall, Thomas. Jim Thorpe. New York: Thomas Y. Crowell Co., 1970.
	I. Have the learners debate the following quotation. Research on the topic may be needed. John F. Kennedy in his book, A Nation of Immigrants, quotes the historian, Oscar Handlin, on the vital role of the immigrant in the story of America. Handlin said: "Once I thought to write a history of the immigrant in America. Then I discovered that the immigrants *were* American history."	
	I. Have the learners research the number of immigrants and the countries from which they come. Place this information on a bar graph. Discuss the graphs, (The World Almanac would be a good source of information).	
	I. Study the historical background of the Pennsylvania Dutch. Make a collection of Pennsylvania Dutch artifacts and note design themes. Discuss the significance of the hex symbol. Draw designs using Pennsylvania Dutch motifs. Use a compass to reproduce the hex sign.	

CONTENT

An understanding of ethnocentrism facilitates independent and critical thinking.

II. Valuing another culture

A. Understanding

B. Respecting

LEARNING ACTIVITIES

I,II. Discuss and list your attributes (racial and ethnic)-favorite foods, musical preferences, favorite movies, books, and personal heroes. Using construction paper, mark an outline (six-sided) for constructing a cube approximately four inches square. Use magazines and newspapers to find examples of the attributes and interests listed. Find words to express the ideas. Paste them in overlapping montage fashion on cube sides as follows:

Side 1 - music preferences
Side 2 - favorite foods
Side 3 - racial type
Side 4 - words to express thoughts and ideas
Side 5 - favorite movies and books
Side 6 - heroes-sports, political party

After all six sides are montaged, form into a cube and tape the sides together. Play a game of identifying and matching each learner with his cube. Suspend the cubes on a thread in an appropriate location.

TEACHER:
I,B. Teach "Pick a Bale of Cotton," a worksong that can be sung progressively faster and faster. (p. 54 - American Favorite Ballads, Seeger.) It can also be used as a song for active participation and rhythmic clapping.

I,A. Make an "Eye of God," (Ojos de Dios) Mexican folk art style. The materials needed are yarn, sticks, and glue. Make the traditional kind by forming a cross with two sticks of equal length and by winding yarn around it as shown in this diagram.

*See next page

MATERIALS/RESOURCES

Greggenheim, Hans. The World of Wonderful Difference. Washington, D.C.: A.D.L. B'nai B'rith, 1967.

Eskie, Swny. A Land Full of Freedom. New York: A.D.L. of B'nai B'rith, 1967.

Laurence, Jacob. Harriet and the Promised Land. New York: Simon and Schuster, 1968.

Lenski, Lois. Shoo-Fly Girl. Pennsylvania: Lippincott, 1963.

Taylor, Sydney. All of a Kind Family. New York: Follett, 1951.

Walter, Mildred. Lillie of Watts. Los Angeles: Ward Ritchie Press, 1969.

Fred, Black American Boy. Filmstrip and record or cassette. $11.00/record; $13.00/cassette. 1970. Time: 16 min. Producer: SVE, Singer. Instructional Objective 2, Level II, Theme II, Content II,A.

Eddie, American Indian Boy. Filmstrip and record or cassette. $11.00/record; $13.00/cassette. 1970. Time: 16 min. Producer: SVE, Singer. Instructional Objective 2, Level II, Theme II, Content II,A.

CONTENT

An understanding of ethnocentrism facilitates independent and critical thinking.

LEARNING ACTIVITIES

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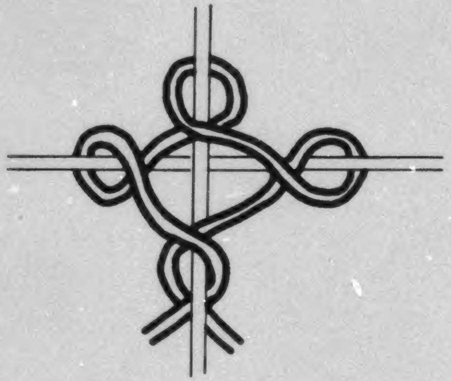


Start at the center and loop the yarn around each spoke, always in the same direction. The sticks can range in size from a few inches to several feet. From tooth picks and Q-tips, make tiny pulls for window shades. Use tree branches or ice cream sticks and bamboo strips to make exotic wall decorations.

TEACHER:
Contact the local high school to secure the service of a third or fourth year language student who is willing to spend about 20 minutes several times a week teaching elementary students a basic introduction to any foreign language. If possible, have the student use filmstrips and other media materials to enrich the curriculum.

(Contact Miss Ann Beusch, Specialist in Foreign Languages, Maryland State Department of Education, for resource speakers from Brazil or American students who have visited Brazil.)

MATERIALS/RESOURCES

Gail Ann, Kentucky Mountain Girl. Filmstrip and record or cassette. $13.00/cassette; $11.00/record. 1970. Time: 16 min. Producer: SVE, Singer. Instructional Objective 2, Level II, Theme II, Content II,A.

Cynthia, Japanese-American Girl. Filmstrip and record or cassette. $11.00/record; $13.00/cassette. 1970. Time: 16 min. Producer: SVE, Singer. Instructional Objective 2, Level II, Theme II, Content II,A,B.

Jose, Puerto Rican Boy. Filmstrip and record or cassette. $11.00/record; $13.00/cassette. 1970. Time: 16 min. Producer: SVE, Singer. Instructional Objective 2, Level II, Theme II, Content II,A.

CONTENT

An understanding of ethnocentrism facilitates independent and critical thinking.

LEARNING ACTIVITIES

II. Keep a diary as if you are a Mexican American living in Santa Fe, New Mexico, in the year 1836. Answer the questions: What is your opinion of the Mexican Government? Of the U.S. Government? Of the Texas Republic? Give sufficient justification to support your opinion.

II. Pretend you are gold seekers following the trail to California. What people do you meet? What do you find? Do you stay in California? Do you find gold? Where? Do you start a business? Relate your experiences to the class in an interesting manner.

II. Pretend you are sailing with your family from Ireland to Boston because of the famine. You arrive in Boston, repack, and go to Independence, Missouri. Now join a train of wagons going west on the Oregon Trail. Discuss the trip, the land, the Indians, and the people in the wagon train with you. Are there any blacks? Do you have problems because you are Irish? Why or why not?

II. Pretend that you are an Indian boy or girl living in Oregon. Tell about the wagons which go past your home. How do you feel? What does your father say about them? Does your mother allow you to play with the settler's children?

II. Choose a historic period or a current event previously studied and compose a newspaper reporting the facts. Then deliberately try to report the events in favor of a particular ethnic group.
Example: Write news articles reporting the establishment of Daniel Boone's settlement. Then re-write the articles as they might have been reported in an Indian newspaper.

MATERIALS/RESOURCES

Durham, Philip and Jones, Everett. The Adventures of the Negro Cowboys. New York: Dodd, Mead and Co., 1965.

Havighurst, Walter. The California Gold Rush. New York: Franklin Watts, Inc., 1962.

Andrist, Ralph and editors. The California Gold Rush. New York: American Heritage Publishing Co., Inc., 1961.

Berry, Erick. When Wagon Trains Rolled to Santa Fe. Illinois: Garrard Publishing Co., 1966.

Havighurst, Walter. The First Book of the Oregon Trail. New York: Franklin Watts, Inc., 1960.

Felton, Harold. Jim Beckwourth-Negro Mountain Man. New York: Dodd, Mead and Co., 1966.

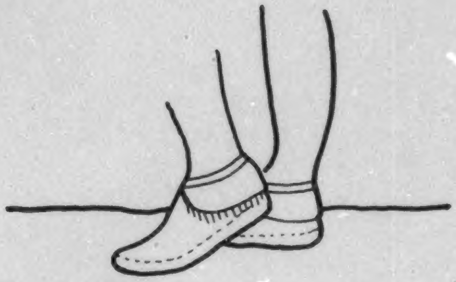
CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
An understanding of ethnocentrism facilitates independent and critical thinking.	II. Example: Write news articles reporting Custer's last stand from the point of view of an American Indian reporter; then form the point of view of a white reporter traveling with General Custer.	Reynolds, Zuentin. Custer's Last Stand. New York: Random House, 1951. Goble, Paul and Dorothy. Red Hawk's Account of Custer's Last Battle. New York: Random House, Inc., 1969.
	TEACHER: II. Discuss the use of slang or "private language" in various situations between contemporaries. Point out that slang is a kind of informal language that many people use when talking to their friends but is not usually used with people who do not understand it. Describe a situation in which there is dialogue between two people. Then request the learners to create a cartoon or comic strip by filling the "dialogue ballons" first with slang and then with the translation into standard English. Discuss the appropriate use of each type of communication. Follow this activity with research concerning the inclusion of previously slang expressions into daily standard language. For example: *kick the bucket, bus, beat it, rubberneck, skyscraper, jazz, bulldozer, jerk, hayseed, fink, cool, mob, goon, kibitzer, jive, right on, rip off, bread, threads.* Point out that American English is enriched by colorful expressions contributed by many different ethnic groups. Street signs may also be researched to determine the origin of the names.	O'Neal, Frederick and Simmons, Hilda. 1, 2, 3, and A Zing, Zing, Zing. Folkways. Hall, Lynn. The Famous Battle of Bravery Creek. New York: Crown Publishers, Inc., 1970.
	TEACHER: Teach this Indian dance. After the children have learned the steps, allow them to perform the dance in a circle formation. The teacher can help the children keep time by beating out the rhythm on a tom-tom. Some of the children may wish to play the simple rhythms on the drums which they made. (continued)	Scheele, William. The Mound Builders. New York: World Publishing Co., 1960. Mason, Bernard. The Book of Indian Crafts and Costumes. New York: Ronald Press Co., 1946.

CONTENT

An understanding of ethnocentrism facilitates independent and critical thinking.

LEARNING ACTIVITIES

1. Drumbeat: LOUD, soft, LOUD, soft
   Dance Step: Shift the weight of the body to one foot while advancing the other so that the heel is lifted and the toe touches the ground. Bring the heel down sharply. Repeat these movements with the other foot. The toe is brought down on the LOUD drumbeat and the heel on the soft one. The step may be done to a fast or slow tempo.



2. Drumbeat: LOUD, soft, LOUD, soft
   Dance Step: This step is exactly the opposite of Step Number 1. Raise the foot from two-to-eight inches from the ground. Bring the heel down sharply, the toe following.

3. Drumbeat: LOUD, soft, LOUD, soft
   Dance Step: This is a skipping step with a double hop on each foot. The movement is on the ball of the foot. The heel does not touch the ground. Knees are lifted fairly high.

MATERIALS/RESOURCES

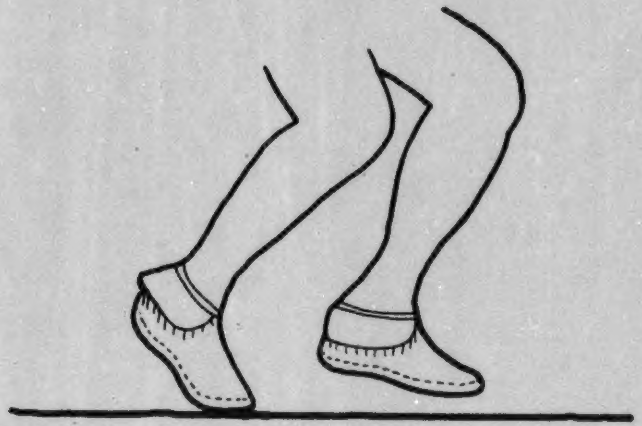
Manakee, Harold. Indians of Early Maryland. Baltimore: Pridemark Press, 1969.

Amon, Aline. Talking Hands. New York: Doubleday and Co., 1968.

Hofsinde, Robert. Indians at Home. New York: Morrow Co., 1964.

Sayles, E.B. and Stevens, Mary. Throw Stone-The First American Boy. Illinois: Reilly and Lee, 1960.

An understanding of ethnocentrism facilitates independent and critical thinking.

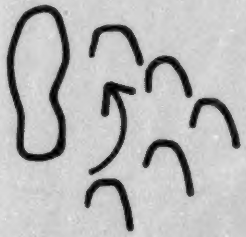


4. Drumbeat: LOUD, soft, LOUD, soft
   Dance Step: The leg motions are exactly the same as in Step Number 3, but the entire foot is brought flat to the ground and kept parallel with the other.

5. Drumbeat: LOUD, soft, LOUD, soft
   Dance Step: This step is done exactly like the exercise "running in place." Take short, rapid steps. It may be done forward, backward, or in place.

6. Drumbeat: Series of regular, quick beats
   Dance Step: A short running step done at a quick tempo.

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
An understanding of ethnocentrism facilitates independent and critical thinking.	7. Drumbeat: LOUD, soft, soft, soft, soft, soft Dance Step: One foot is brought down flat with a stomp. With the other, five light taps with the toe are made on the ground. The five light taps are made in the form of an arc from front to back. 	
	II. Choose one holiday and find out the culture from which it came. Does the holiday influence people who do not come from that culture? How does your whole community celebrate this holiday? Why? St. Patrick's Day Columbus Day Cinco do Mayo Chinese New Year Okotberfest Martin Luther King Day Choose one religious holiday to investigate. How does your family or community celebrate the day? From what cultures do the different cultural patterns come? Easter Passover Halloween All Saints' Day Thanksgiving Day Christmas Hanukkah Ramadan	Gaer, Joseph. Holidays Around the World. Boston: Little, Brown and Co., 1953. Morrow, Betty and Hartman, Louis. Jewish Holidays. Illinois: Carrard Publishing Co., 1967. Shul, Yuri. An Album of the Jews in America. New York: Franklin Watts, Inc., 1972.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
An understanding of ethnocentrism facilitates independent and critical thinking.	TEACHER: II. Question the learners concerning how they think the many Indian tribes who lived in the Western Plains were able to communicate with a tribe which spoke a different language? When sign language is offered as a method of communication, inform the class that they are going to learn some Indian sign language. Use references to teach some basic sign language. Allow a group of learners to tell a story about Indian culture using sign language. Examples: MAN - hold your hand pointing up in front of your chin WOMAN - pretend to comb your hair with curved fingers from the top of your head to your shoulder I (ME) - point to yourself with your thumb YOU - point to the person with your index finger ALL - starting at your right shoulder, move your hand, palm down, in a level circle	Toone, Betty. Appalacha: The Mountains, the Place, and the People. New York: Franklin Watts, Inc., 1972. Ernests, Mexican-American Boy. Filmstrip and record or cassette. $11.00/record; $13.00/cassette. 1970. Time: 17 min. Producer: SVE, Singer. Instructional Objective 2, Level II, Theme II, Content II,A.

LEVEL II -- THEME II: ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

Instructional Objective 3: Given a list of great Americans from many ethnic groups, the learner will be able to describe the contributions that each has made to American culture.

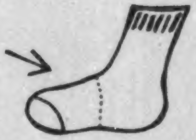
CONTENT

People of many ethnic groups have contributed to the enrichment of our American culture.

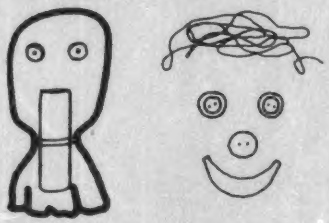
- I. Science
  - A. Albert Einstein
  - B. Jonas Salk
  - C. Charles Drew
  - D. Enrico Fermi
  - E. Igor Sikorsky
  - F. Daniel Hale Williams
  - G. J. Robert Oppenheimer
  - H. Robert Van Der Graff
  - I. Louis T. Wright
- II. Literature
  - A. Gwendolyn Brooks
  - B. Langston Hughes

LEARNING ACTIVITIES

I-XI. Research the life and accomplishments of one of the people listed in the content section. Make a sock puppet of that person. You will need a sock, stuffing, (cotton batting or fabric scraps), string or a rubber band, embroidery thread, yarn, scrap felt, empty tissue roller or tagboard strip and glue. To make the sock puppet, cut off the sock just above the heel......



and stuff the sock with cotton batting or fabric scraps. Next insert a tagboard cylinder or tissue tube into the puppet's neck, securing it with string or a rubber band.



Then sew or glue on the details of the face, button eyes and nose, and felt or fabric mouth. Use yarn for hair, or steel wool for grey hair. Wire can be bent into eye glasses.

MATERIALS/RESOURCES

Franchere, Ruth. Cesar Chavez. New York: Crowell Co., 1970.

Greenfield, Eloise. Rosa Parks. New York: Crowell Co., 1973.

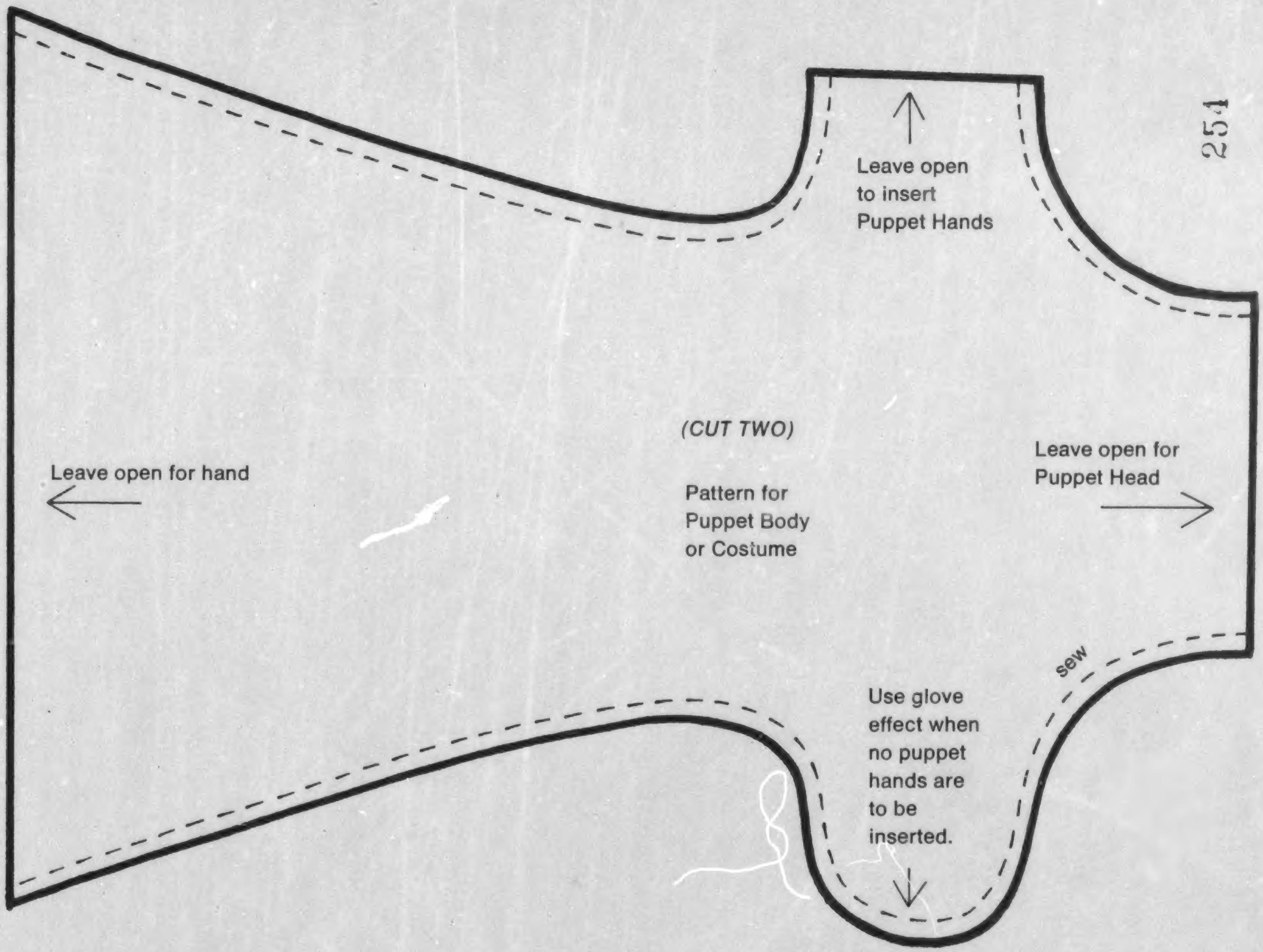
Rudeen, Kenneth. Roberto Clemente. New York: Thomas Y. Crowell Co., 1974.

ASSESSMENT TASK

Have each learner describe either orally or in written form the answer to the question: "What would America have missed if the following Americans had not made their unique contributions?"

1. Albert Einstein
2. Langston Hughes
3. Dr. Martin Luther King, Jr.
4. Cesar Chavez
5. Sequoyia
6. Mother Seton
7. Enrico Fermi
8. Igor Sikorsky
9. Charles Drew
10. Lee Trevino
11. Jonas Salk
12. Daniel Inouye

(The teacher may wish to add or delete some of these contributors according to the needs of the class.)



(CUT TWO)

Pattern for
Puppet Body
or Costume

Leave open for hand

Leave open
to insert
Puppet Hands

Leave open for
Puppet Head

Use glove
effect when
no puppet
hands are
to be
inserted.

CONTENT

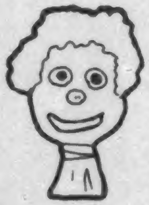
People of many ethnic groups have contributed to the enrichment of our American culture.

- C. S.I.Hayakawa
- D. Carl Sandburg
- E. James Weldon Johnson
- F. Piri Thomas
- G. Emma Lazarus
- H. Joseph Pulitzer
- I. Ferenc Mulnar
- J. Norman Mailer
- K. Kathryn Forbes
- L. Pearl Buck

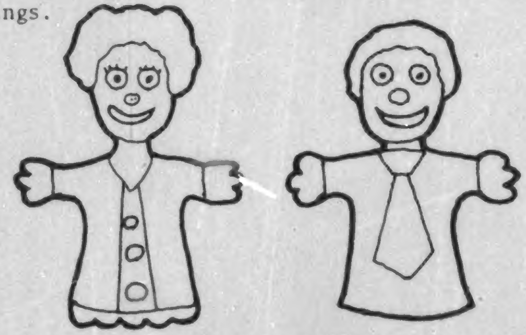
III. Art

- A. John Jacob Audubon
- B. Joshua Johnson
- C. William De Kooning
- D. Wasily Kandinsky
- E. Eero Saarinen
- F. Gordon Parks

LEARNING ACTIVITIES



Use the pattern for the costume or body of the puppet. Cut out the two body pieces. Sew the pieces of the body together, then decorate the body in an appropriate costume. Attach the puppet head by inserting the tube in the neck opening and gluing or sewing around the neck edge. Make hands for your puppet by cutting them from construction paper, felt, or fabric, and gluing them to the front of the arm openings.



Use your puppet to entertain the class. Tell the class about your puppet's life and contributions to America.

Write a play or skit about your puppet and some of your friend's puppets. Present the skit to the class.

MATERIALS/RESOURCES

Tabias, Tobi. Marian Anderson. New York: Thomas Y. Crowell Co., 1972.

Newman, Shirlee. Marian Anderson: Lady from Philadelphia. Philadelphia: Westminster Press, 1965.

Rollins, Charlemae. Famous Negro Entertainers. New York: Dodd, Mead and Co., 1967.

Patterson, Lillie. Frederick Douglas. New York: Dell, 1965.

Stratton, Madeline. Negroes Who Helped Build America. Massachusetts: Ginn and Co., 1965.

Turk, Midge. Gordon Parks. New York: Thomas Y. Crowell Co., 1971.

Jordon, June. Fannie Lou Hamer. New York: Thomas Y. Crowell Co., 1972.

CONTENT

People of many ethnic groups have contributed to the enrichment of our American culture.

- G. Charles White
- H. Alexander Archipenko
- I. Ben Shahn
- J. Korczak Ziolkowski
- K. Norman Rockwell

IV. Music

- A. Arturo Toscanini
- B. W. C. Handy
- C. Ray Charles
- D. Zubin Mehta
- E. Marian Anderson
- F. Leonard Bernstein
- G. Buffy St. Marie
- H. Maria Callas
- I. Andre Watts
- J. Frank Zappa
- K. Leontyne Price
- L. John Charles Thomas

LEARNING ACTIVITIES

I-XI. Research the life of one person on the list. Draw a picture of the person you selected on a poster board or tagboard. On the back of the poster, write a brief report. Cut the picture into jig-saw pieces. Ask a friend to assemble the puzzle and read the report.

I-XI. Research the life of one person on the list. Make a filmstrip showing highlights of his or her life. Use U-Film and colored grease pencils. Make a tape to go with your filmstrip and share it with your class.

I-XI. Research the life of one person on the list. Make a mural or poster showing scenes from your person's life.

I-XI. Research the life of one person on the list. Draw a true life comic strip about the person whom you studied. Use magic marker and comic strip form.

I-XI. Develop a time line showing noteworthy events or outstanding contributions of Americans from minority groups. A specific time period may be used. Discuss the implications of the time line in a pluralistic society.

TEACHER:
Have the learner design and construct a diorama that depicts an important event in the life of one of the great Americans studied. Omit the person's name from the diorama. The learner will describe the event to the class. The learners should then write the name of the person whom they feel that the diorama describes.

MATERIALS/RESOURCES

Halliburton, Warren. *The Picture Life of Jesse Jackson*. New York: Franklin Watts, Inc., 1972.

Egypt, Ophelia Settle. *James Weldon Johnson*. New York: Crowell Co., 1955.

Kaufman, Merwyn. *Jesse Owens*. New York: Crowell Co., 1973.

Burt, Olive. *Negroes in the Early West*. New York: Messna, Inc., 1969.

Buehr, Walter. *Westward-With American Explorers*. New York: G. P. Putnam's Sons, 1963.

McGovern, Ann. *Runaway Slaves, the Story of Harriet Tubman*. New York: Scholastic Magazines, Inc., 1965.

Hughes, Langston. *Famous American Negroes*. New York: Dodd, Mead and Co., 1954.

Epstein, Sam and Beryl. *George Washington Carver*. New York: Dell, 1960.

Clayton, ed. *Martin Luther King: The Peaceful Warrior*. New York: Washington Square Press, 1969.

CONTENT

People of many ethnic groups have contributed to the enrichment of our American culture.

V. Education

- A. Mary McLeod Bethune
- B. W.E.B. DuBois
- C. Kenneth Clark
- D. Sequoyia
- E. Horace Mann Bond
- F. Benjamin Quarles
- G. Carl Blegen
- H. William McGuffey

VI. Government and politics

- A. Daniel Inouye
- B. Hiram Fong
- C. Thurgood Marshall
- D. Ralphe Bunche
- E. Cesar Chavez
- F. George Meany

LEARNING ACTIVITIES

I-XI. Pretend you are the mother or father of the famous contributor whom you researched. Tell your friends how proud you are of the person and indicate how you helped him or her become a contributor to America. What traits helped to make the person successful?

I-XI. Read about a contributor. Dress up to look like the person and tell about yourself.

TEACHER:
I-XI. Have all the learners dress in costumes of famous Americans about whom they have read. Hold a discussion on the topic, "America is a land of opportunity for minority people." Have each person respond to the above statement just as his or her character would have responded. Use quotes from an authentic source to justify the opinion.

I XI. Read a book about one of the people on the list. Make a sock puppet to resemble that person. Next, use construction paper to make a book jacket; fold it into the shape of a book jacket and print the title and author of the book on the cover. Write a few short sentences about the book and paste them on the flyleaf. Finally, mount your sock puppet head inside the folded book jacket and post it on the bulletin board.

MATERIALS/RESOURCES

Bernard, Jacqueline. Journey Toward Freedom: The Story of Sojourner Truth. New York: Norton, 1967.

Adams, Russell. Great Negroes; Past and Present. Chicago: Afro-American Publishing Co., 1963.

(continued)

CONTENT

People of many ethnic groups have contributed to the enrichment of our American culture.

- G. Edward W. Brooke
- H. Patsy Mink
- I. Thomas D'Alesandro, Jr.
- J. A. Phillip Randolph

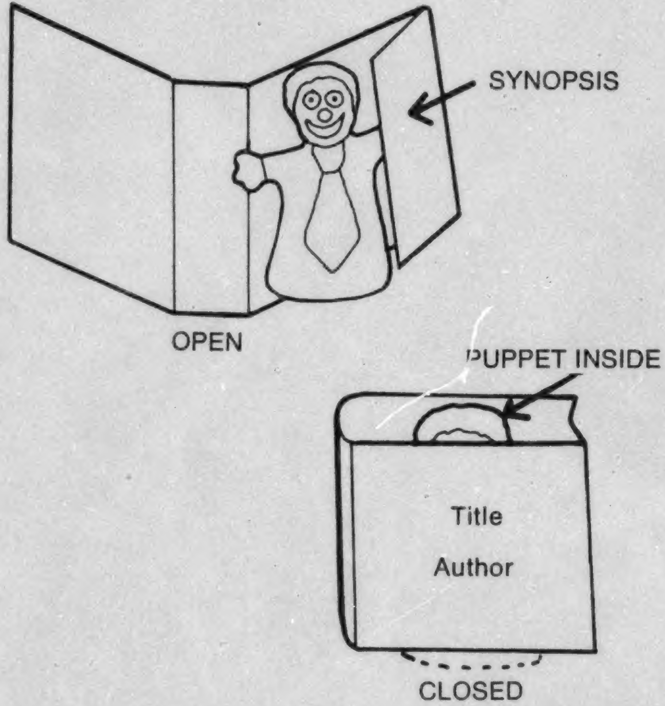
VII. Explorers

- A. Matthew Henson
- B. Estavanico
- C. Cabezo de Vaca
- D. Louis Joliet
- E. Samuel de Champlain
- F. Bartolemeo Diaz
- G. Ponce de Leon
- H. Giovani De Verrazano
- I. John Glenn

VIII. Sports

- A. Jackie Robinson

LEARNING ACTIVITIES



I-XI. Write a television show about a dramatic or important incident in the life of one person on the list. Share your creation with the class.

I-XI. Interview the teachers in your school. Ask them to name the contribution which the person whom you selected made to America. Keep records of the responses; total the number of correct and incorrect replies. Make a circle graph to show your results. Mount the graph

(continued)

MATERIALS/RESOURCES

Stanek, Muriel. How Immigrants Contributed to Our Culture. Westchester: Benefic Press, 1970.

Martin, Sharon Bell. Ray Charles. New York: Thomas Y. Crowell Co., 1973.

Walker, Alice. Langston Hughes, American Poet. New York: Thomas Y. Crowell Co., 1974.

Clifton, Lucille. The Black BC's. New York: Dutton and Co., 1970.

Great Negroes-Picture Display Portfolios. Study prints. $5.95/set. 1969. Producer: SVE, Singer. Instructional Objective 3, Level II, Theme II, Content I-XI.

Living Together in America. Chicago: Cook Publishing Co., 1973. $5.95. 20 study prints. Resource manual.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
People of many ethnic groups have contributed to the enrichment of our American culture.	on construction paper and display it on the bulletin board. Collect the same data from an entire grade level; make a graph of the results to display on the bulletin board.	
B. Hank Aaron C. Vince Lombardi D. Joe Namath E. Knute Rockne	Research as many of the people on the list as you can. On one side of a 3" x 5" card, place the name of one person whom you studied. On the other side, write a brief report of the major contribution which this person made to America. Have a friend guess the person's name after reading your report.	
F. Wilt Chamberlain G. Roberto Clemente H. Jim Thorpe I. Lee Trevino	I-XI. Have each learner research one or more of the people from the content list. Make clues to the identity of each person. Allow each learner to present his clues to the class, and have the rest of the class guess, "Who am I?"	
J. Jesse Owens IX. Religions A. Martin Luther King, Jr.	TEACHER: I-XI. Ditto the following. Have each learner complete the following seat puzzle denoting famous contributors to our American culture from many different ethnic backgrounds. The following names are contained in the puzzle:	
B. Mother Seton C. Joseph Smith D. Malcolm X E. Mary Baker Eddy F. Rabbi Issac Mayer Wise G. John Wesley	Jesse Owens W.E.B. DuBois Walt Disney Sequoyia Estavanico Andrew Watts Joliet Lee Trevino Igor Sikorsky	Langston Hughes Caesar Chavez Ben Shahn Mother Seton Danny Kaye Hiram Fong Jan Matzeliger Albert Einstein Enrico Fermi

(continued)

People of many ethnic groups have contributed to the enrichment of our American culture.

- H. Rabbi David Einhorn
- I. Cardinal Gibbons
- J. Father Flanagan

X. Entertainment

- A. Rita Moreno
- B. Jose Feliciano
- C. Duke Ellington
- D. Louis Armstrong
- E. Jack Palance
- F. Liza Minelli
- G. Walt Disney
- H. Bobby Vinton
- I. Danny Kaye
- J. Johnny Cash

XI. Inventors

- A. Jan Matzeliger
- B. Garrett A. Morgan
- C. Benjamin Franklin

D	B	B	L	M	A	B	C	D	E	F	W	C	J	G	H	I	J	K	L	M	A
Z	A	E	O	O	A	N	O	P	Q	R	A	H	S	O	T	U	V	W	X	Y	B
J	L	N	U	T	F	L	G	H	I	J	L	A	K	L	N	M	N	O	P	Q	C
E	B	S	I	H	U	R	C	S	T	U	T	R	V	W	X	A	Y	Z	A	B	D
S	E	H	S	E	C	D	E	O	F	G	D	I	H	I	J	K	S	A	L	K	E
S	R	A	T	R	L	L	M	N	M	O	I	E	S	T	A	V	A	N	I	C	O
E	T	H	W	S	P	I	Q	R	S	X	S	S	E	Q	U	O	Y	I	A	T	A
O	E	N	R	E	O	V	N	W	Y	Y	N	D	A	N	N	Y	K	A	Y	E	B
W	I	Z	I	T	A	B	C	O	D	E	E	R	F	G	H	I	J	K	L	M	C
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E	L	A	N	G	S	T	O	N	H	U	G	H	E	S	J	O	L	I	E	T	L

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
People of many ethnic groups have contributed to the enrichment of our American culture. D. Cyrus McCormick E. Alexander Graham Bell F. Lewis Latimer G. Thomas A. Edison H. Guglielmo Marconi I. Robert Fulton J. John M. Mergenthaler		

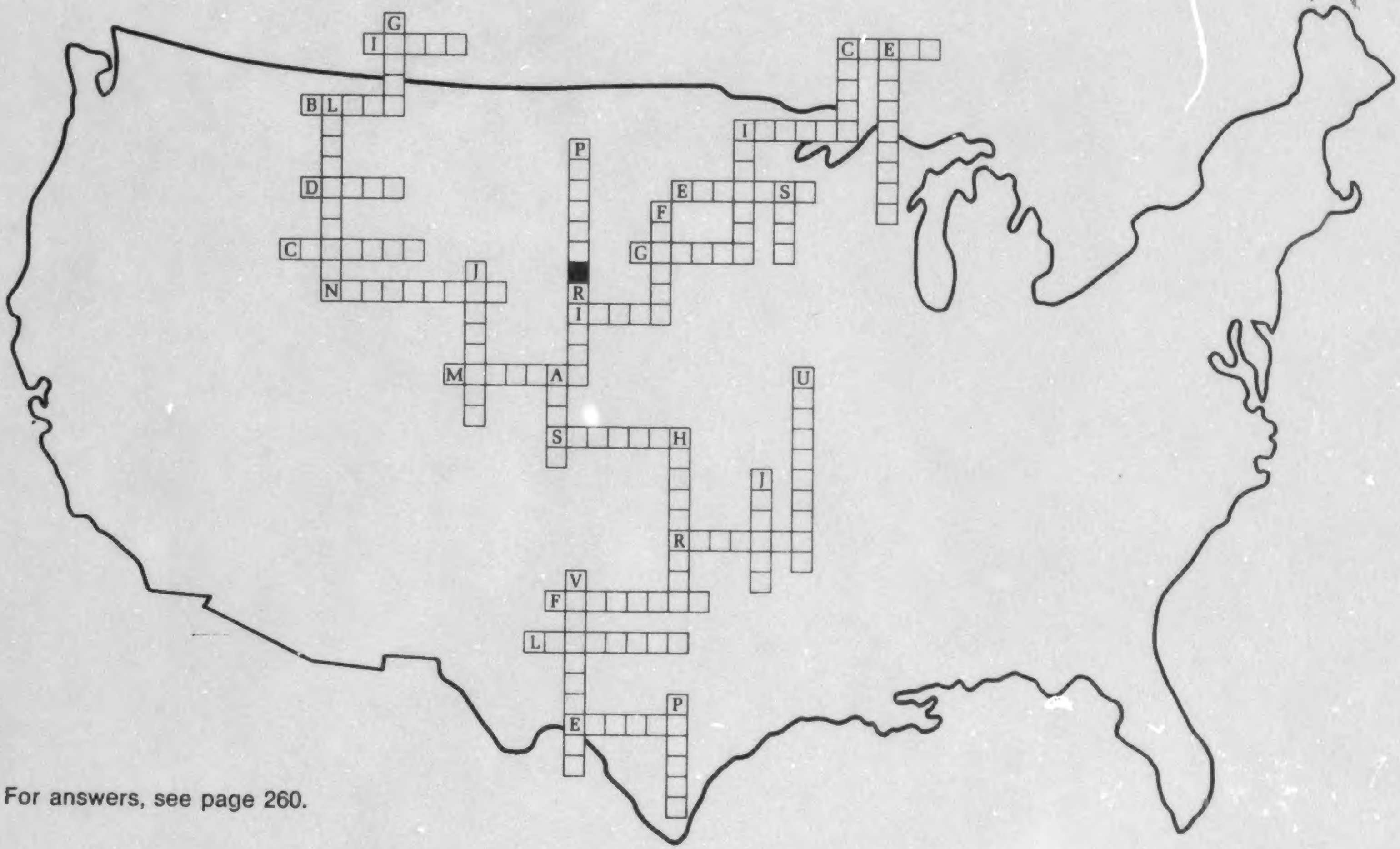
LEVEL II -- THEME II: ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

Instructional Objective 4: Given a recognition of his ethnic identity, the learner will be able to demonstrate pride in one's self as a part of ethnic identity.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Pride in one's self as a part of ethnic identity is valuable and contributes to the fully functioning individual in the American mosaic. I. Aspects of ethnicity	I,A,B. Imagine that your ethnic group is unknown to most of the people in your community or that it suffers from a poor image. Construct a poster that accurately points out the contributions and strengths of your ethnic group. Make sure that your poster "sells" your ethnicity.	Rush, Marguerite. Who Do You Think You Are? The Story of Heredity. Englewood Cliffs: Prentice-Hall. Pease, Josephine. This Is Our Land. New York: Rand McNally and Co., 1961.	Demonstrate pride in your self and in your ethnic identity by filling in the blanks and completing this poem about yourself. When I was one I had only begun but I felt ____________
A. Family 1. Inheritance 2. Tradition 3. Religion 4. Language	I,A,B. Plan and arrange an ethnic fair showing the contributions of different ethnic groups to the American culture. Bring contributions from your own ethnic group. Explain to the class the various contributions of your ethnic group.	Poems of My Country. Record. $5.99. Producer: Bowmar Publishing Corp. Leaf, Munro. Being An American Can Be Fun. New York: Lippincott Co., 1964.	When I was two I thought that I knew, and I was____________ When I became three I knew I would be______
B. Life style 1. Home 2. Neighborhood 3. Locale 4. Occupation II. The cultural mosaic A. Brotherhood B. Americanism	I,A,B. Make a family coat of arms in the shape of a shield. Use symbols for your parent's occupations, your style of house, religion, language, locale, and ethnic group. Color the shield. Show your coat of arms to the class, and explain the meaning of the symbols.	Martin, Bill. America, I Know You. Book and record or cassette. $4.50/book; $5.99/record; $6.99/cassette. Publisher: Bowmar Publishing Corp., 1970.	When I was four I grew some more and________ I was five at last, my babyhood past. I was ____________ By six years, I was proud to say aloud, ____________
	I,A. Invite grandparents or other relatives to discuss their ethnic background or culture. Prepare questions to ask.	History of Our Flag. Filmstrip and record or cassette. $11.00/record; $13.00/cassette. Time: 10 min. Color. Producer: SVE, Singer. Instructional Objective 4, Level II, Theme II, Content II.	At seven years I once burst into tears because____________

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Pride in one's self as a part of ethnic identity is valuable and contributes to the fully functioning individual in the American mosaic.	I,B. Imagine that you are an inanimate object in your home. Pretend the object has come to life. Recount what would happen if you were that object for a day in your immediate neighborhood. Use the following as examples: 1. Furniture found in your home 2. Clothing found in your home 3. Family means of transportation TEACHER: Duplicate the American Mosaic puzzle for the learners to complete. The learners may add other ethnic groups wherever possible, if they choose. I,II. Write a poem with the title "I Am Proud To Be ____________." Read your poem to the class. TEACHER: I,II. Mount a large construction paper replica of the American flag on the bulletin board. Run a weekly contest for the best ethnically centered biography. Post the winning biography over a star. Using a sentence strip, print the ethnic origin of the subject. Place the sentence strip on a stripe of the flag. II. Design one large poster, together with the other learners, that depicts pride in the American mosaic. II. Play the song, "I'd Like To Teach The World To Sing" and discuss the lyrics.	Martin, Bill. I Am Freedom's Child. Book and record or cassette. $4.50/book; $5.99/record; $6.99/cassette. Publisher: P.O.Box 3623, 622 Rodier Drive, Glendale, California 91201: Bowmar Publishing Corp., 1970.	At last, now I'm eight and I wish now to state __________ Now that I'm nine I think I'm fine because ______________ I'm really ten, I really am! I know what it means to be American! I __________ At eleven years old, I'm really quite bold, so I tell the world that Americans are ____________________

AMERICAN MOSAIC PUZZLE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For answers, see page 260.

CONTENT

Pride in one's self as a part of ethnic identity is valuable and contributes to the fully functioning individual in the American mosaic.

LEARNING ACTIVITIES

II. Trace your hand on construction paper. Choose a color that most nearly resembles the color of your skin. Trace part of the forearm, also. Cut it out. On one side of the hand, write rules for friendship and brotherhood. Find someone with a hand of another color; talk to that person, and get to know him. Mount pairs of hands to appear as if they are shaking hands in greeting.

II,B. Play spelling arithmetic with American themes. For example:

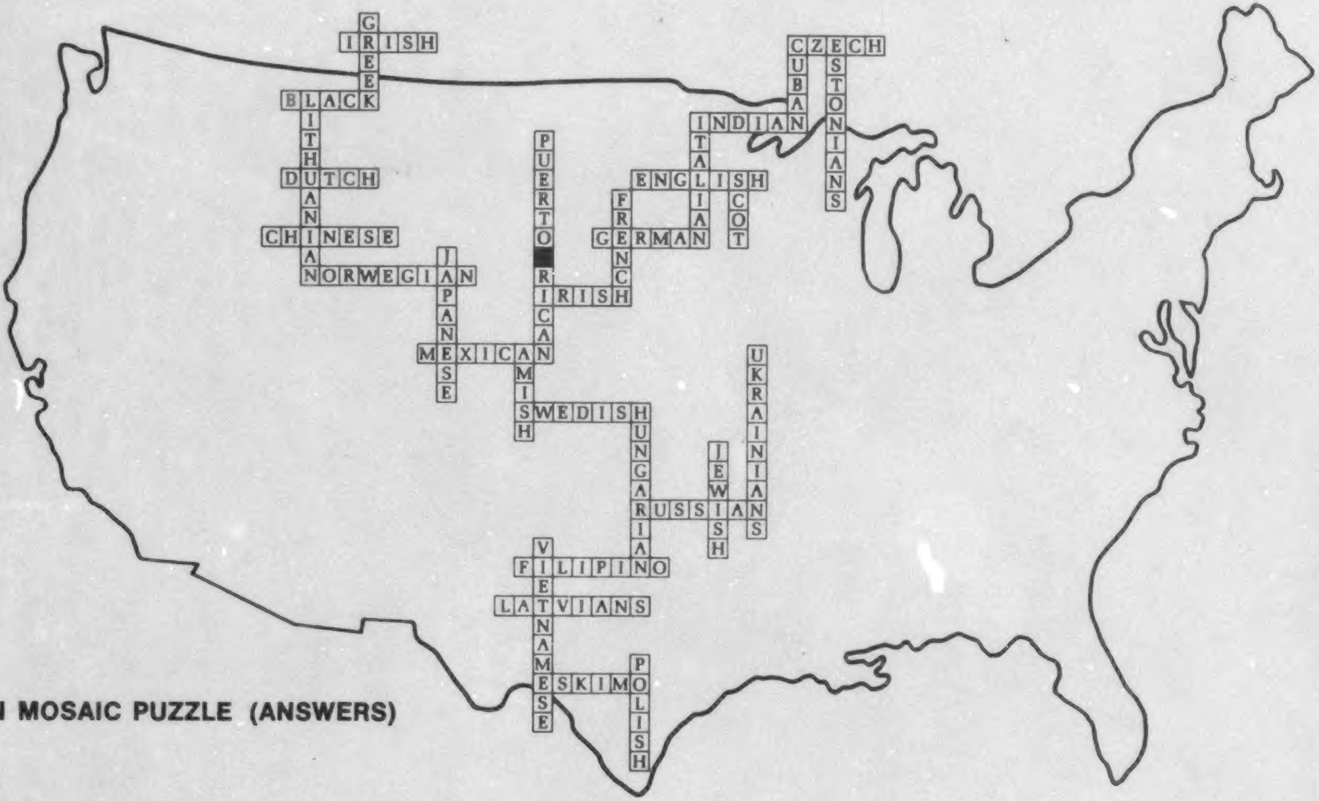
1. Take the year Columbus landed in America - 1492
   Divide by a third of a dozen Indians who saw him. 373
   Subtract by the number of days in a leap year. 7
   Multiply by the number of ships in Columbus' fleet. 21
   Add the number of hours in a day. 24
   total 45

2. Take the number of states in the United States. 50
   Multiply by the number of colors in our flag. 150
   Divide by two states. 75
   Subtract the Carolinas and Dakotas. 71
   Add the Virginias. 2
   total 73

3. Take the year of the Declaration of Independence. 1776
   Divide by the President and Vice President. 888
   Add the original thirteen colonies. 901
   Subtract all the states. 851
   Multiply by all the "New" states (New Mexico,New Hampshire,New Jersey, New York) 4
   total 3404

MATERIALS/RESOURCES

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Pride in one's self as a part of ethnic identity is valuable and contributes to the fully functioning individual in the American mosaic.	TEACHER: II,B. Make a large turkey body from tagboard. Have the learners express themselves about the advantages of being an American. Then have each learner cut out a large feather, and on it complete the statement, "I am proud to be an American because ______________________." Then post the feathers as the spread-out tail of the tagboard turkey.	


GREEK
IRISH
BLACK
LITHUANIAN
DUTCH
CHINESE
NORWEGIAN
JAPANESE
PUERTO RICAN
MEXICAN
AMISH
IRISH
FRENCH
GERMAN
ENGLISH
ITALIAN
SCOT
INDIAN
CUBAN
CZECH
ESTONIANS
SWEDISH
HUNGARIAN
UKRAINIANS
JEWISH
RUSSIANS
FILIPINO
VIETNAMESE
LATVIANS
ESKIMO
POLISH

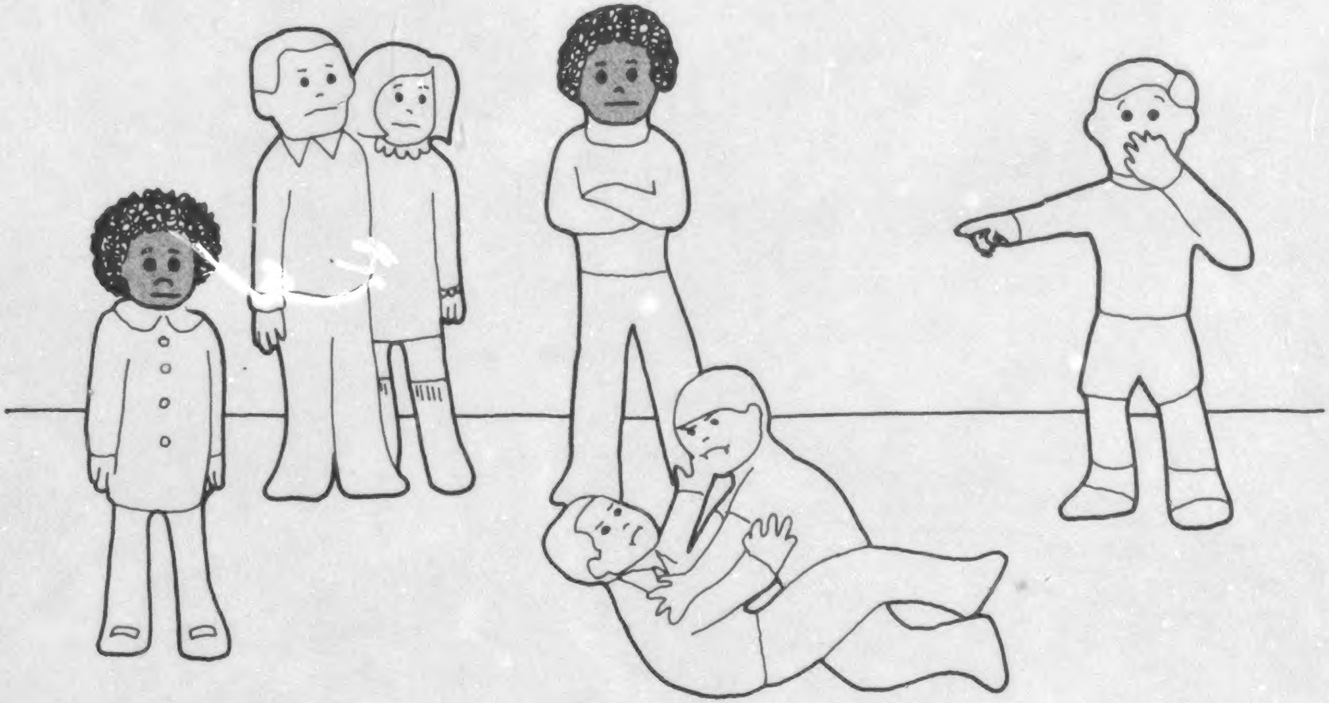
AMERICAN MOSAIC PUZZLE (ANSWERS)

LEVEL II -- THEME III: BARRIERS TO EQUALITY: PREJUDICE AND DISCRIMINATION

Instructional Objective 1: Given a definition of prejudice, the learner will be able to identify his own prejudices and to construct a plan which will help him to understand and change them.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Every person is prejudiced in some way. I. Analysis of prejudice Definition - the act of prejudging a specific person, idea, or thing on the basis of preconceived notions without regard to facts II. Causes of prejudice A. Ignorance B. Suspicion C. Competition D. Others III. Effects of prejudice A. Inferiority B. Suppression C. Exploitation	TEACHER: I,IV. Make a transparency of the picture (figure A). Ask four learners to leave the room. Using the overhead projector, show the transparency to the remainder of the class. Ask the learners to observe it carefully, but to make no comments. After three minutes, turn off the projector, and request one of the learners to return to the room. Have him ask questions about the picture which the class saw in his absence. Try to get every learner to contribute something to the description. Do not add or elicit any response from the learners. Then have the second learner return to the class; have the first learner describe the picture again. Discuss the responses and point out any changes in the story or any transference of feelings about the racial groups involved in the fight. Watch for any projection of feelings and assumptions about race, motives, and circumstances about the fight and discuss these thoroughly with the learners. Ask the learners, "What conclusions can you draw from this experience which will help you understand and control your prejudices?"	Baum, Betty. Patricia Crosses Town. New York: Knopf, 1965. Lewiton, Mina. Rachel and Herman. New York: Watts, Inc., 1966. Allen, T.D. Tall As Great Standing Rock. Philadelphia: Westminister Press, 1963. Burden, Shirley. I Wonder Why. New York: Doubleday, 1963. Beim, Lorraine and Jerrold. Two Is a Team. New York: Harcourt, Brace and World, 1945. Exploding the Myths of Prejudice. Filmstrips (2) and record (1) or cassettes (2). $36.00/records; $42.00/with cassettes. 1967. Color. Producer: Warren Schloat Productions, Inc., Palmer Lane West, Pleasantville, New York 10570. Instructional Objective 1, Theme III, Level II, Content I, II, III, IV.	Have each learner construct a plan which will help him to overcome his prejudices. The plan will include the following questions to be answered orally or in written form: 1. Why do you want to play with some children and not with others? 2. What makes you like or dislike a person? 3. Why do you like to go with one special person more often than with others? 4. State your personal prejudice problem in one sentence. 5. What are some things about you that cannot be changed? 6. What are some things about you that can be changed? 7. How can you work to change your attitudes, if you feel they need changing? 8. Write the solution that you think is best for you.

FIGURE A.



CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Every person is prejudiced in some way. IV. Ways of overcoming prejudice A. Exploration of one's prejudice	TEACHER: (Note: Uglifruit is in season from April-June) II,A. Purchase uglifruit (a cross between a grapefruit and an orange). Make sure that you purchase enough fruit for each learner to have a section to taste.	People Are Alike and Different. Time: 11 min. Color. Distributor: Coronet Films, 65 E. South Water Street, Chicago, Illinois 60601: Instructional Objective 1, Theme III, Level II, Content II.	9. Ask your classmates for their suggestions to add to your solution of the problem. 10. Follow your own suggestions for a week, then answer the question, "What have I learned from using this plan?"
B. Development of positive attitudes toward others C. Study of historical development of prejudice D. Search for the facts to destroy prejudice	Place the words ugli fruit on the board. Ask the children to speculate what the fruit might look like before they see it. Ask the learners to write what they think the fruit might taste like. Discuss the replies. Then distribute a section of the fruit to each learner. After the learners taste the fruit, ask them to write how they feel about the fruit. Compare the two responses. Discuss the meaning of prejudice to summarize this activity.		
V. Formation of a plan to overcome prejudice A. Elimination of stereotypes 1. Recognizing labels which are stereotypes 2. Countering with facts 3. Seeing human beings as persons hurt by stereotypes	TEACHER: II,III. Read aloud "The Blind Men and the Elephant" to the learners. Have the learners define prejudice in their own words. Then develop the concept of prejudice as prejudgement with an incomplete set of facts. Duplicate the poem and distribute a copy to each learner. Have a learner re-read the poem aloud while others follow along silently. Discuss the meaning of the poem. Call attention to the next to the last verse, to the lines. "Though each was partly in the right, And all were in the wrong........"		

(continued)

CONTENT

Every person is prejudiced in some way.

4. Examing one's own reactions to the strange and unknown
5. "Standing in the shoes" of people of various ethnic backgrounds

B. Others

LEARNING ACTIVITIES

Elicit from the class an explanation of these lines. Ask the learners to write in their own words the moral of the poem. As a follow-up, have the learners write slogans or design posters to express the idea that prejudging with limited facts leads to distortion. The learners may wish to illustrate their concept of each of the blind man's impression of the elephant's appearance. Compare the drawings with a picture of an actual elephant. Ask the learners to respond to these questions: Have you had an experience in which you prejudged someone without having all the facts about the situation? If so, share this experience with the class and show how you might have acted differently.

TEACHER:
V,A. Have the learners draw a picture of people from any one of these categories:
1. American Indians
2. Black Americans
3. Farmers
4. Chinese Americans
5. Scientists
6. Puerto Ricans
7. Bankers or businessmen
8. Movie stars
9. Policemen

The pictures need not be elaborate; however, use crayons, paint, or colored pencils. Color the drawings and post them on the bulletin board in the appropriate categories. Then discuss the drawing from the point of view of deciding if the learner represented all the races as stereotypes. Ask the learners these questions:

(continued)

MATERIALS/RESOURCES

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
• Every person is prejudiced in some way.	"Did anyone draw a scientist as a black, an Indian, or a Chinese American? Did anyone draw an Indian as a farmer? Or a policeman as an Indian? How were the Chinese Americans depicted?" Point out the stereotypes. Try to elicit a definition of a stereotype from the learners. Ask questions to determine how the children formed the impressions of the people they drew. At another time, the learners may draw college students, mothers-in-law, stepmothers, or communists. Ask, "Are there stereotypes? How did you form your ideas about these groups of people? How might Europeans stereotype Americans?"	

LEVEL II -- THEME III: BARRIERS TO EQUALITY: PREJUDICE AND DISCRIMINATION

Instructional Objective 2: Given a variety of experiences, the learner will be able to explain ways in which prejudice exists and impairs relations among groups of people.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Attitudes of prejudice impair relations between groups of people. I. How prejudice exists between groups A. Black and white B. Rural and urban C. Suburban and urban D. Young and old E. Rich and poor F. Other	I,A,B,C,D,E. See if you can detect the prejudice shown in the following conversations. Below each conversation, write the group of people against whom the speaker seems to be prejudiced. 1. "Why bother to ask the boss to change my vacation. He'll just turn me down. Those guys in the front office think they're so much." Answer: bosses 2. "He seems like a nice fellow, and his business school recommends him highly, but with the crippled leg.....!" Answer: cripples (handicapped people) 3. "Did you hear that the filling station was robbed again? I'll bet it was those foreigners who've just moved into the neighborhood." Answer: foreigners 4. "He's a brilliant guy. Probably the most intelligent person I know. But he's an east-sider, and the only good east-sider is one who leaves west-siders alone." Answer: east-siders	Kessler, Leonard. Here Comes the Strikeout. New York: Harper, 1965. Rich, Elaine. Hannah Elizabeth. New York: Harper and Row, 1964. Zolotow, Charlotte. The Hating Book. New York: Harper, 1969. Hoff, Syd. Who Will Be My Friends? New York: Harper and Row, Publishers, Inc., 1960.	Have each learner explain the prejudice shown in these statements: 1. Mary shouldn't play in Little League games. 2. Children laugh at John because he never goes to church. 3. All white people are richer than all black people. 4. Foreigners are dirty. 5. Everybody from West Virginia likes country music. 6. Old people don't understand young people. 7. Girls shouldn't take wood-working class. 8. Poor people never go to college. 9. All black people like soul music. 10. Poor people live in trailers. 11. Everyone in the city is either black or poor, and would love to move away. Have each learner choose five of the above statements and explain how the prejudice mentioned

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Attitudes of prejudice impair relations between groups of people.	5. "I do believe that all young children should be seen and not heard." Answer: children 6. "Oh, sure, everybody likes old Mr. Thomas and he's had the most experience but let's get that young coach to sponsor our paper." Answer: old people 7. "I wouldn't think of hiring a teen-ager to baby sit! I want someone I can trust." Answer: teen-agers 8. "Boy, look at those crumpled fenders! And wouldn't you know it - one of the drivers is a woman." Answer: women drivers 9. "I know you like Jerry, and he does seem like a nice boy, but with that long hair and those clothes, I don't see how you can stand him." Answer: long haired boys who dress in a certain way 10. "You can tell that man is no good. Look what party he belongs to!" Answer: people of an opposition party		impairs relationships between the groups.

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Attitudes of prejudice impair relations between groups of people.	11. "She's always too nicey-nicey and sweet. I don't trust her." Answer: people who hide their feelings or are very polite (These sentences may be read to the class to elicit oral responses and discussion.)	
	TEACHER: I,A,C. Show pictures of a house, a lovely Better Homes and Gardens type with elegant decor and spacious grounds. Ask the learners to speculate about the people who live there and the reasons why they chose this particular house. Include pictures of the inside of the house in order to give visible clues concerning the occupants, their children, and their hobbies. Show pictures of another less affluent house. Also, include interior scenes. Have the learners write or speculate orally about who might live in this house. Compare this set of responses with the first set of responses. Have the learners explain their answers concerning why they think certain people live in these specific kinds of houses. Watch for voluntary statements concerning the race and occupations of the possible occupants. After the discussion, compare the replies and ask the learners to give reasons for their responses.	
	TEACHER: I,D. Show pictures of two different houses, one a large single house, and the other a multiple dwelling. Have the learners contrast the types of houses and speculate about the neighborhoods in which they might find such houses. Discuss the various racial groups, occupational groups, types of furnishings, cars, and religious practices that might be found in the two neighborhoods. Have the learners characterize the imaginary neighborhoods	

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Attitudes of prejudice impair relations between groups of people.	as being like or unlike the one in which they would want to live. Ask the learners to list some of the problems that a citizen of each neighborhood might face. Have them offer solutions to those problems. Have the learners compare their own neighborhoods with the imagined ones, and find the similarities and differences. Ask, "Do any problems of prejudice exist in your own neighborhoods? What can each person do to help dispel prejudice where it exists?" TEACHER: I,E. Give each learner a list of the children in the class. Group the learners into groups according to boys and girls. Have each group assign routine classroom tasks; e.g., board washing, audio-visual aides, eraser cleaning, closing windows, messenger, to appropriate class members. Have each group report the assignments to the class. Compare the assignments; cite instances of group prejudice if the housekeeping tasks are assigned to girls and the equipment responsibilities to the boys.	
II. How prejudice impairs relations between people A. Mistrust B. Superiority-inferiority complexes C. Hatred D. Hypocrisy	TEACHER: I,II. Present the following list to the learners. Here is a list of free gifts: 1. Leather jacket 2. Two tickets to the opera 3. A Sears Craftsman bench saw 4. A year's subscription to Popular Mechanics 5. An AM-FM radio and tape deck 6. A 10 speed bike A. If you could have your choice of any of these six items, which would you choose? B. If your grandmother had her choice, which would she choose? C. Which gift do you think your principal would choose? D. Which gift would your teacher choose? E. Which gift would your brother or sister choose?	

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Attitudes of prejudice impair relations between groups of people.	After you have recorded your answers, ask your grandmother, your principal, your teacher, and your brother or sister the same question. Then compare their answers with yours. Did you guess their choice correctly? Did you show prejudice by presuming that older people would not want a subscription to Popular Mechanics? Were any of your guesses wrong? Any right? Did any answers support you? If so, explain how. TEACHER: I,II. Place the following list of occupations on the board: Nurse Electrician Librarian Carpenter Clergyman Truck driver If you had to choose one of the six occupations listed, which one would you select? Have each learner make a decision and write his name under the listed occupation of his choice. Ask each learner why he or she chose a particular occupation. If a prejudice is revealed in that response, list it on the chalk board. Make notations about any comments or reactions while the learners are indicating their choices. Finally, lead the learners to conclude that a prejudice which is accepted by many can become almost unnoticed except by those who suffer as a result. TEACHER: II. Have the learners select two books that they would like to read from the following list. Discuss the choices. Why did you select your books? What kind of book do you think you have chosen? Did all the boys select "boy" stories? Did all the girls select "girl" stories? Who chose the sports stories? Who chose the mysteries? Why?	

(continued)

CONTENT	LEARNING ACTIVITIES		MATERIALS/RESOURCES
Attitudes of prejudice impair relations between groups of people.	Books:	The Secret of the Empty Staircase	
		Football Hero of North Street	
		Jane and Her Cat	
		Flying Fighters	
		Lady Pigeon Wing	
		Speed Racer	
		Open Windows	
		The Best Detective	
		Captain Sam	
		Secrets Are for Keeping	

LEVEL II -- THEME III: BARRIERS TO EQUALITY: PREJUDICE AND DISCRIMINATION

Instructional Objective 3: Given a definition of discrimination, the learner will be able to describe discrimination in many forms.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Discrimination is the act of denying equal treatment of individuals or groups of people. I. Forms of discrimination A. Education B. Employment C. Housing D. Recreation E. Advertising F. Other II. Effects of discrimination A. Frustration B. Immobility C. Hypersensitivity	I. Research the Civil War period in history and respond to these statements: Write an "S" before those items which describe the South. Write an "N" before those which describe the North. N 1. Many factories could be found. N 2. Many people lived in cities. N 3. Favored heavy import tax. S 4. Very few factories were in existence. S 5. Most people farmed; a few lived on plantations. N 6. Wanted higher prices on factory goods. S 7. Wanted low tax on foreign goods. N 8. Very few slaves lived there. S 9. Almost all labor was slave labor. N 10. Believed slavery was not profitable. Continue with these true/false statements: T 1. Southern planters first bought slaves because they had large land holdings and there was a great shortage of labor in the new country. T 2. People from the North invested money in slave voyages. (continued)	Robinson, Jackie and Duckett, Alfred. Breakthrough to the Big League: The Story of Jackie Robinson. New York: Harper and Row, 1965. Lexan, Joan and Weiss, Harvey. Olaf Reads. New York: Stratford Press, Inc., 1961. Bernard, Jacqueline. Journey Toward Freedom. New York: Grossett and Dunlop, 1967. Clark, Electa. Osceola: Young Seminole Indian. Indianapolis: Bobbs-Merrill Co., Inc., 1965. Russell, Solweig. Navaho Land, Yesterday and Today. Chicago: Melmont Publishers, Inc. 1961. Witheridge, Elizabeth. And What of You, Josephine Charlotte? New York: Atheneum, 1969.	TEACHER: Duplicate the following pairs of sentences. Have the learners circle the sentence in each pair that best describes discrimination. 1. a) Mr. Jones was laid off from his job because of an energy shortage. b) Miss Smith was laid off from her job because many of her black friends were coming into the restaurant where she worked. 2. a) The Rodriguez family, newly arrived from Puerto Rico, cannot find a place to live since people do not like them because they are "different." b) The Garcia family has purchased a new home in a nice neighborhood. (continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Discrimination is the act of denying equal treatment of individuals or groups of people.	T 3. After the invention of the Cotton Gin, the need for slaves increased because more cotton could be processed. F 4. Most slaves were content and happy. T 5. Slave owners excused their guilt by thinking and teaching that blacks were not really the same as white humans. TEACHER: I. Have the learners study colonization, using various social studies texts for references. Ask the learners to describe how the European colonists felt about the land when they came to this country. Ask the following questions: 1. Did the colonists feel justified in staking out claims in the new land? 2. Did they feel that the Indians were the true owners of the land? 3. What did the colonists think about Indians? 4. Did they know anything about the art, religion, language, or customs of the Indians? 5. Did they regard the Indians as equal to themselves? 6. If the colonists had sailed from England to the shores of Spain or France, would they have staked out a claim to the land and settled down to farming? Give reasons to support your answer. 7. What made it easy for the colonists to settle on Indian lands? (continued)	Eddie, American Indian Boy. Filmstrip and record or cassette. $11.00/record; $13.00/cassette. Time: 16 min. Producer: SVE, Singer, 1970. Gabrielle and Selena. $165.00. Rental-$13.00. Time: 13 min. Color. Distributor: BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.	3. a) A TV commercial shows two women (no men) talking next to a washing machine. b) Hairdryers are advertised for men and women 4. a) A health spa encourages you to enroll as a member in order to become young and beautiful looking. b) There is a female lifeguard at the pool. 5. a) A very good private school offers scholarships to children who cannot afford to attend. b) A school places a child who does not know English in all classes for slow learners.

CONTENT

Discrimination is the act of denying equal treatment of individuals or groups of people.

LEARNING ACTIVITIES

8. Did the colonists regard Indians as the proprietors of the New World or as savages? Explain your answer.

Help the learners make the connection between the colonists' view of the Indians and their treatment of Indian property. What conclusions can you draw? Cite the facts upon which you base your conclusions.

I. Have the learners form two groups, one to be the Indian council and the other to be the colonists' town meeting. Discuss and list the feelings, attitudes, and proposed behavior concerning the settlement of new lands. What action would you propose to change the situation? Give reasons to support your decision.

TEACHER:

I,B. Read aloud these rules taken from a woman teacher's contract in California in 1915. Point out how these rules are discriminatory. Ask, "Does any discrimination against women exist today?"

The teachers promised:

1. Not to get married.
2. Not to keep company with men.
3. To be home between the hours of 8 p.m. and 6 a.m. unless in attendance at a school function.
4. Not to loiter downtown in ice cream stores.
5. Not to leave town at any time without permission of the school board.
6. Not to smoke cigarettes.
7. Not to get in a carriage or automobile with any man, except father or brother.
8. Not to dress in bright colors.
9. Not to dye her hair.

(continued)

MATERIALS/RESOURCES

CONTENT

Discrimination is the act of denying equal treatment of individuals or groups of people.

LEARNING ACTIVITIES

10. Not to wear dresses more than two inches above the ankle.
11. To wear at least two petticoats.
12. To keep the school room neat and clean
    a. Sweep the floor at least once daily
    b. Scrub the floor at least once weekly with hot water and soap.

II. Make a bulletin board showing scenes of slavery. Include such scenes as cabin life; punishments; sales of slaves; working in the fields; escaping; singing spirituals which were really codes; working in the "big house," and arriving in the United States in a slave ship.

II. Dramatize a conversation between a slave owner, an overseer, and the sheriff regarding the possibility of recapturing a run-away slave.

II,A,B,C. Investigate the life of a black slave in America. The slave was basically dehumanized, having no rights or privileges. He was considered property and these injustices were protected by the Constitution of the United States. Have the learners discuss their findings and lead them to realize that slaves were intentionally dehumanized to justify and perpetuate a system of free human labor.

Possible findings:
-Slaves were prohibited to learn to read or write.
-Slaves could not assemble in groups.
-Slaves had no legal rights.
-Slaves were often prosecuted for crimes they never committed.
-Slaves could not be allowed to make decisions on their own.
-Slave families were deliberately and callously broken up without hope of being reunited.

(continued)

MATERIALS/RESOURCES

CONTENT

Discrimination is the act of denying equal treatment of individuals or groups of people.

LEARNING ACTIVITIES

-Slaves were considered animals; chattel.
-Slaves were owned as the property of another person.
-Slaves were considered dumb with no intellectual ability.

TEACHER:

II,A. Divide the learners into three groups; give them different colored tags or armbands to wear. Call each group by a distinctive but nonsensical name; e.g., Flonks, Slubs, and Moops. When any person talks to someone else, he must call the person by the appropriate name denoting inferiority.

Play games and have the groups compete for a short period in math, spelling, and playground games.

Do not inform the learners why you are naming them or grouping them. After the period, discuss how they feel about being called names and being grouped with others of the same name. Ask the learners, "Did you dislike the names at first? How did you feel later? How did you feel about the people who called you by your group name? How do you feel about always being grouped with others of the same name who may or may not be your friends? Can you relate this name grouping to real life?"

Discuss the situation thoroughly. What group feelings developed?

TEACHER:

II. Instruct a few learners to leave the room, and have the rest of the learners establish a new society which will have certain rituals or rules unknown to those who are out of the room. For example, in the new society *yes* might mean *no* and *hot* might mean *cold*. Then make rules such as boys never speak to girls, but girls may speak to boys.

MATERIALS/RESOURCES

(continued)

CONTENT

Discrimination is the act of denying equal treatment of individuals or groups of people.

LEARNING ACTIVITIES

When the *immigrants* return to the room, they must try to fit in with the new society and try to guess the rules. The members of the new society must give behavior clues concerning what is acceptable.
After the game has been played for awhile, have the learners discuss it and explain how they felt while trying to learn the new rules and to fit into the new society. Others could explain how they regarded those who tried to fit into the group.

TEACHER:
II,C. Duplicate and distribute the following poems:

1. "Incident" - Countee Cullen

Once riding in old Baltimore,
Heart filled, head filled with glee,
I saw a Baltimorean keep looking
Straight at me.

Now I was eight and very small;
And he was no whit bigger,
And so I smiled, but he poked out
His tongue and called me "Nigger."

I saw the whole of Baltimore
From May until December,
Of all the things that happened there
That's all that I remember.

(From On These I Stand)

Discuss the poem by asking these questions:
1. Why did the poet remember only that one incident?
2. How do you think the poet felt when he spoke to the boy?
3. How do you think the poet felt after the boy's reply?

(continued)

MATERIALS/RESOURCES

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Discrimination is the act of denying equal treatment of individuals or groups of people.	2. "Refugee In America" - Langston Hughes There are words like Freedom Sweet and wonderful to say. On my heart strings freedom sings All day every day. There are words like Liberty, That almost make me cry. If you had known what I knew You would know why. (From Hold Fast to Dreams - Bontemps) Discuss the poem by asking these questions: 1. What is it that the poet knew? 2. Why would a word like Liberty almost make the poet cry? 3. Who are some refugees in America about whom the poet may be speaking?	

LEVEL II -- THEME IV: ACTION FOR EQUALITY: IDEALS AND REALITIES

Instructional Objective 1: Given an experience of learning prejudice, the learner will be able to conclude that prejudice is learned and to explain how it can be unlearned.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Prejudice is a learned response. I. Causes of prejudice A. Poor self-image B. Misinformation C. Lack of understanding D. Others II. Effects of prejudice A. On victim B. On bigot	TEACHER: I,B. Plan this activity carefully with another adult before mentioning it to the learners. Ask a cooperative parent or another teacher to visit the class and teach the children a special art or cooking activity, show slides of a trip, or something similar. Explain to the visitor that you are trying to have the children learn about prejudice, and that you will tell the learners to expect a person who is interesting but very strict. When you inform the learners that a visitor is coming, indicate that while the person will be very interesting, he will also be quite observant of their behavior and will not like them if they misbehave or are too talkative. After the guest makes his presentation and temporarily leaves, have the learners react to his visit. After they have expressed their views, reveal how the situation was contrived to influence their feelings and thinking. Ask the visitor to return and discuss the whole situation. The next day, have the learners react to the entire experience. Elicit from the learners the conclusion that they pre-judged their guest because of the teacher's remarks.	Hughes, Langston. Don't You Turn Back. Social Science Laboratory Units. Kit. Social Science resource books $3.88; project books, 7 units 63¢/book; record set $25.05/set; teacher's guide $4.59; teacher's role in Social Science Investigation $4.39. Producer: S.R.A. Instructional Objective 1, Theme IV, Level II, Content I,II. Told Under The Stars and Stripes. New York: Macmillan Co., 1962.	Give each learner a list of the following statements; have him conclude which statement shows prejudice and explain how prejudice can be unlearned. 1. Johnny does not like beets even though he has not tasted them. 2. David said all girls do not like snakes because his sister does not like them. 3. Frank's black roommate excels in basketball, football, and track. Frank thinks that all blacks are good athletes. 4. Limburger cheese has a strong odor; therefore, I know it must taste awful. 5. Most foreigners do not like Americans. 6. Cats make better pets than do dogs. 7. Blonds have more fun. 8. A drunk is a poor driver.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Prejudice is a learned response.	TEACHER: I. Read this story aloud to the class. The MacDonalds, a white family, and the Abernathys, a black family, are neighbors and they are very friendly. The MacDonalds have a darling blue-eyed baby girl. The Abernathys have a darling little girl, too. One day, when they are returning from a picnic at Sandy Point Park, Mr. MacDonald's car is struck by a huge truck. It is a terrible accident. The Abernathys stop their car and run over to the crash. Everybody seems to be dead. Suddenly, Mrs. Abernathy hears a tiny cry coming from somewhere in the bent and twisted auto. Only one tiny person, Linda Sue MacDonald, is still alive! Poor baby Linda Sue has no relatives to care for her. Mr. and Mrs. Abernathy love her dearly, adopt her, and raise her as their very own. Then ask the learners to respond to these questions: 1. When Linda Sue grows up, what might her appearance be like? Will she still have blue eyes? 2. Do you think she might look like her adoptive Mommy and Daddy? Why not? 3. Do you think Linda Sue might prefer Soul Music to Country and Western music? Why? 4. Do you think Linda Sue might feel more at home with black people than with white people? Why? 5. Do you think Linda Sue might be prejudiced against some of the things that white people say or do? Since she's white, how did she become that way? (Use this discussion to reinforce the idea that prejudices are learned.)	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Prejudice is a learned response.	TEACHER: I,A,B,C. After a discussion of prejudice that might include viewing the filmstrips "Black Rabbits and White Rabbits," have the learners discuss the following questions: 1. Name something against which you are prejudiced and something for which you are prejudiced. 2. How could you help a friend overcome your prejudice? 3. Do you think prejudice is always good or always bad? Explain your opinion.	Black Rabbits and White Rabbits. Filmstrips (2) and record or cassette. $22.50/record; $25.50/cassette. 1958. Color. Producer: Warren Schloat. Distributor: Social Studies School Services, 10000 Culver Blvd., Culver, California 90230. Instructional Objective 1. Theme IV, Level II, Content I,II.
	TEACHER: I,II,A,B. Have each learner write one thought, feeling, or idea about another race. Fold, collect, and redistribute the papers at random. Have each learner open and read orally the statement written on the paper. The learner may defend the statement as if he wrote it, or he may refute it. Follow up with a class discussion.	
	TEACHER: I,II,A,B. Have the learners listen to the record, "The Boy With The Green Hair." This record describes the prejudice, stereotyping, and discrimination which a new boy in school faces because he has a physical uniqueness - he has green hair. He is ostracized by his classmates because he is different from them. His feelings about the matter, as well as his feelings of his classmates, are expressed. The teacher could use this story as an analogy to the black/white problems of prejudice, or he could instruct the class to substitute black skin for green hair and thus deal more directly with the question of race.	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Prejudice is a learned response.	TEACHER: I. Use the song, "You've Got To Be Carefully Taught" from Rogers and Hammerstein's musical, South Pacific, to help each learner understand that prejudice is learned. Distribute a copy of the song to each learner. Play a recording of the song. (Use a piano, if available.) Have the learners sing the song. Be sure to discuss the content of the song with the class. Have the learners dramatize the song with partners or a small group. Discuss the fact that prejudice is learned, not innate.	

"You've Got To Be Carefully Taught"
from South Pacific

You've got to be taught to hate and fear,
You've got to be taught from year to year,
It's got to be drummed in your dear little ear-
You've got to be carefully taught!

You've got to be taught to be afraid
Of people whose eyes are oddly made,
And people whose skin is a different shade-
You've got to be carefully taught!

You've got to be taught before it's too late,
Before you are six or seven or eight,
To hate all the people your relatives hate-
You've got to be carefully taught!
You've got to be carefully taught!

LEVEL II -- THEME IV: ACTION FOR EQUALITY: IDEALS AND REALITIES

Instructional Objective 2: Given a definition of constitution, the learner will be able to participate in writing a constitution for the class and to abide by its tenets.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
The right of every person to be treated with justice and respect for his humanity must be recognized and practiced in the classroom. I. Definition of constitution II. Identification of rights A. Liberty B. Justice C. General welfare D. Domestic tranquility III. Implementation of rights A. Bill of Rights B. Amendments 13, 14, 15, and 24 C. Declaration of Independence D. Emancipation Proclamation	TEACHER: I. Inform the learners that until this point they may have regarded you as a kind of king of the classroom, much as the colonists regarded the king of England. Continue by asking them if they would like to have a greater share in making the rules and in governing themselves. Relate this activity as much as possible to our country's history. Lead the children to the realization that they will need to write a declaration of independence to you, the teacher, listing reasons why they feel they deserve self-government. (At this time, the teacher may want to introduce a copy of the Declaration of Independence and discuss it briefly.) Upon declaring themselves independent, the learners are ready to write a constitution which includes a bill of rights. Prepare the constitution and declaration for display in the room during the remainder of the year. As situations arise where additions or corrections are needed, the concept of amendments should be taught and amendments should be added. TEACHER: I. Have the learners study the concept of constitution. Have them define the word *constitution*. Have the learners research the history of the writing of the United States Constitution.	Forster, Genevieve. 1776, Year of Independence. New York: Charles Scribner's Sons,1970. Eptein, Sam and Beryl. Washington D.C. The Nations Capital. New York: Franklin Watts, Inc., 1961. Sasik, M. This Is Washington, D.C. New York: Macmillan Co., 1969. Gurney, Gine and Clare. The Colony of Maryland. New York: Franklin Watts, Inc., 1972. Fisher, Aileen and Rabe, Olive. Human Rights Day. New York: Crowell, 1966. Morris, Richard. First Book of the Constitution. New York: Watts, 1958. Richard, Norman. Story of the Declaration of Independence. Chicago: Childrens Press, 1969.	I. Have each learner demonstrate that he participated in writing the class constitution by writing his contributions on a paper. Make sure that the learners understand that they may have contributed the germ of an idea, but that it may not appear in the constitution in their exact words. II. Design a constitutional check list based on the rules incorporated into the class constitution to determine whether or not each learner abides by the tenets of the class constitution. Whenever a learner violates a rule, place an appropriate mark beside that rule on his individual check list. Have these individual check lists available for the learners to use in monitoring their own behavior.

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
The right of every person to be treated with justice and respect for his humanity must be recognized and practiced in the classroom.	Develop the understanding that a constitution defines the powers of a government, states its parts, and specifies the work of each part. Assign the learners into groups of four or six to discuss and formulate some permanent rules for the class. Keep the rules simple. When each group is ready to report, discuss the common rules which the learners feel are necessary and list them on the chalkboard. The next day, after further discussion, if no one mentions the possibility of class officers, the teacher may suggest the idea. Have small groups write the duties of each officer; discuss the results of the group work and formulate a composite list of duties for each officer.	Erdman, Marilyn. Story of the Constitution. Chicago: Children's Press, 1969.
	I,II. Study the Preamble to the Constitution and relate its purpose to realities. Have the learners isolate key terms mentioned in the Preamble (union, justice, tranquility, common defense, general welfare, liberty). Discuss these terms which explain the purpose of the Constitution. Discuss these terms in relation to such current national problems as the following: 1. Minority rights 2. Housing 3. Equal justice under the law. The learners might compose a letter to their Congressman asking him what actions he is taking to further the constitutional ideals of his Constituents.	
	TEACHER: III,A. Have the learners study the Bill of Rights and list the provisions of the document. Have each learner relate these rights to the position of minority groups in housing, education, and economics.	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
The right of every person to be treated with justice and respect for his humanity must be recognized and practiced in the classroom.	TEACHER: III,A. Have the learners depict their conception of each right in the Bill of Rights. This may be done as a mural or in comic-strip fashion. III,A. Draw a line on a piece of drawing paper, dividing it in half. On one side, draw your idea of one of the rights in the Bill of Rights. On the other half of the paper, draw a picture showing a similar right from the classroom bill of rights.	
	TEACHER: III,D. Read and have the learners discuss the Emancipation Proclamation. Have each learner try to write an Emancipation Proclamation of his own, freeing himself from any situation which he feels may be oppressing him. Have each learner discuss the effect of his proclamation on his life and on the lives of people around him. Elicit comments relating to a better understanding of Lincoln's Emancipation Proclamation.	

LEVEL II -- THEME IV: ACTION FOR EQUALITY: IDEALS AND REALITIES

Instructional Objective 3: Given an understanding of a relationship between freedom and responsibility, the learner will be able to explain that the exercise of freedom also carries with it an exercise of responsibility.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Freedom and equality under law require responsibility. I. Attitudes and actions A. Fair play B. Empathy C. Self-awareness D. Openness	TEACHER: I. Duplicate and distribute copies of "No Man Is An Island" by Alex Kramer. Have the learners discuss the content of the song as it relates to the interaction and respect of our fellow man. "No Man Is An Island" by Alex Kramer, Shawnee Press, Inc. No man is an island, No man stands alone Each man's joy is joy to me, Each man's grief is my own. We need one another So I will defend Each man as my brother, Each man as my own.	The Punishment Fits The Crime. Filmstrip (1) and record (1) or cassette (1). $23.00/record; $26.00/cassette. 1970. Color. Producer: Schloat Productions. Distributor: Social Studies School Service. Instructional Objective 3, Theme IV, Level II, Content II. Bailard, Virginia. So You Were Elected. New York: McGraw-Hill Book Co., 1966.	Write these sentences on the board and have each learner explain the meaning of the statement and the ways in which the statement involves the exercise of freedom and responsibility. 1. Your freedom ends where my rights begin. 2. Is a hermit living in a cave by himself free? 3. What can you conclude about your freedom to behave in any way that you desire in school and your responsibility to yourself, your friends, your parents, and to the community?
II. Attitudes and actions for responsibility A. Involved B. Respectful C. Informed D. Supportive	TEACHER: I,II. Divide the learners into two groups. Have each learner in one group write a freedom on a piece of paper. Pass the pieces of paper to learners in the other group; have each learner write the responsibility appropriate to the freedom listed. Have the pairs of learners cooperate in presenting a short skit about the freedom and responsibility which they paired.		

CONTENT

Freedom and equality under law require responsibility.

LEARNING ACTIVITIES

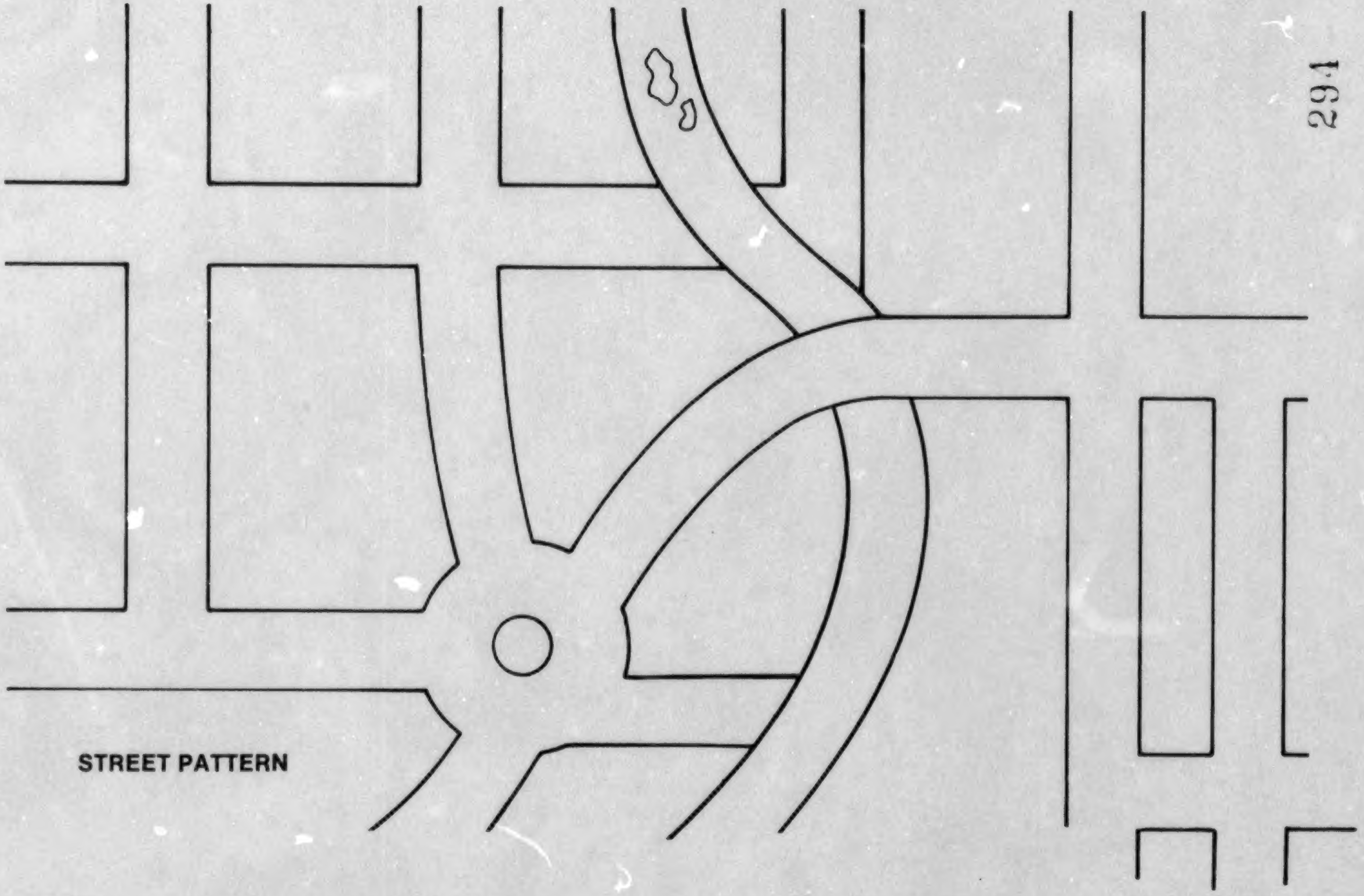
TEACHER:
II. Read this story to the learners and have them write or tell an ending to the story:

The children in Mrs. Powell's class were starting to get angry. They couldn't understand why she would ask them so many questions when they only wanted to go to the lavatory. After all, they were in the fifth grade now, and they should be trusted to go down the hall and use the lavatory. The other fifth grade teacher seemed to understand this. Everybody wanted to be in his class. But Mrs. Powell would only say that she had to know where everyone was all the time, that she couldn't trust children, and that she couldn't give them that much freedom.
The children wanted to convince Mrs. Powell that they were ready to be treated with respect and trust. They knew they could handle freedom! John suggested that they go to the principal to ask for a transfer to Mr. Smith's class, but Judy said she didn't think that was such a good idea. What should the children do?

TEACHER:
II. Have the learners discuss their ideas about an ideal community. Assign small groups to be responsible for finding and cutting out pictures from magazines that depict the following features of their community: (1) houses, (2) parks-recreation, (3) shops, (4) education, (5) employment, (6) entertainment, (7) other features that the learners might have mentioned. Mount these pictures on a large bulletin board that shows the grid pattern of streets, parks, and lots. Entitle this bulletin board, "Our Ideal Community."
Several days later, replace a few pictures with pictures which illustrate deterioration of the community. Encourage a discussion of the learners concerning the responsibilities which were

MATERIALS/RESOURCES

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Freedom and equality under law require responsibility.	neglected to allow the slow deterioration of their ideal community (see sample street pattern).	



STREET PATTERN

LEVEL II -- THEME IV: ACTION FOR EQUALITY: IDEALS AND REALITIES

Instructional Objective 4: Given an opportunity to practice democratic procedures in the classroom, the learner will be able to apply the concepts of participatory democracy in his group work.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Democracy offers solutions to intergroup problems and provides for good human relations. I. Ideals A. Liberty B. Justice C. Equality II. Realities A. Housing B. Education C. Politics D. Economics E. Religion F. Other	TEACHER: I,II. Cover the bulletin board with red, white, or blue construction paper; place a copy of The Pledge of Allegiance in the center of the board. Then, on separate squares of tagboard (or construction paper of contrasting colors) print the various versions of the Pledge of Allegiance as given below. The entire board can be entitled, "The History of Our Pledge to the Flag." An additional contribution to the board: Have the children research and draw flags of the United States showing the number and placement of stars appropriate to the date of each new version of the pledge. *The First Pledge* I give my hand and heart to my country, One nation, one language, one flag - (author unknown, said at public ceremonies in the 1800's). *1892* I pledge allegiance to my Flag and to the Republic for which it stands - one Nation indivisible, with liberty and justice for all. (Francis Bellamy)		Have each learner apply the concepts of participatory democracy through planning and executing an election of class officers. Assign each learner to a committee to formulate standards for each office during the campaign preceding the election. Nominate the candidates with petitions, brief nominating speeches, seconding speeches, acceptance or declining speeches. Allow the campaign to extend for at least a week. Make sure that each learner participates. Encourage the creation of campaign slogans, posters, buttons, and signs. Have each candidate head a committee to write a platform. Hold the election with secret ballots. Have an inspection group and a vote-counting committee.

(continued)

CONTENT

Democracy offers solutions to intergroup problems and provides for good human relations.

LEARNING ACTIVITIES

1923

I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all.
(National Flag Conferences of 1923-24)

1954

I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible with liberty and justice for all.
(United States Congress)

The Black Caucus in Congress Proposes this Version

I pledge allegiance to the Flag of the
United States of America and to the
Republic for which it stands,
one nation under God, indivisible
seeking liberty and justice for all.

Have the learners read and discuss the various versions of The Pledge of Allegiance. What is the meaning of "liberty and justice for all"? How do liberty and justice promote democracy? Notice the substitution of the word "seeking" for "with" in the last phrase; give your reactions to the proposed change.

TEACHER:

I. Present the idea that social norms must be regulated to insure equal laws. Discuss food preferences, particularly for school lunches. Relate the preferences to the idea that *culture* is that which each person knows best. Discuss the desirability of school lunch menus remaining the same everyday. Nutritional

(continued)

MATERIALS/RESOURCES

Miller, Natalie. The Story of the Star-Spangled Banner. Chicago: Childrens Press, 1965.

Wise, William. Leaders, Laws, and Citizens. New York: Parents Magazine Press, 1973.

Black, Algernon D. The First Book of Ethics. New York: Franklin Watts, Inc., 1965.

Lindop, Edmund. The First Book of Elections. New York: Franklin Watts., 1968.

Markum, Patricia Maloney. Politics. New York: Franklin Watts, Inc., 1970.

Phelan, Mary Kay. Election Day. New York: Thomas Y. Crowell Co., 1967.

Acheson, Patricia C. Our Federal Government: How It Works. New York: Dodd, Mead and Co., 1969.

Alderman, Clifford Lindsey. That Men Shall Be Free - The Story of the Magna Carta. New York: Julian Messner, Inc., 1964.

Miller, Natalie. Story of the Liberty Bell. Chicago: Children's Press, 1965.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Democracy offers solutions to intergroup problems and provides for good human relations.	factors may be discussed. Try to guide the learners in realizing that the preferences of all groups must be considered. Have the learners formulate rules for including favorite foods of all groups and good nutrition in the weekly menus. Of what value are rules in helping to regulate possible friction between groups of elementary school children? Plan a weekly menu that includes preferences from the school's ethnic groups. Observe the rules of good nutrition. I. Formulate rules for the equitable choice of music for records played during class parties or during the lunch hour. TEACHER: I. Provide each learner with an outline pattern of the Liberty Bell. Instruct each learner to write a sentence explaining what liberty means to him. Using construction paper, have the learners cut out the Liberty Bell shapes and print the sentence about liberty on them. The Liberty Bell cutouts may be worn as decoration, displayed on a bulletin board, or hung on a classroom Liberty Tree. TEACHER: II. Have the learners review the concept of the word *quota*. How have quotas been used in the past? (Immigration, jobs, admission to school.) What is one present-day concept for the use of quotas? (Reform of the political parties, job openings for blacks, the distribution of black children in classrooms.) Do you agree with this use of the quota system? Why or why not? After the learners understand the concept and history of quota, have them write a poem or create a dance illustrating the concept. Example: "Quotas in the Past"	

(continued)

CONTENT

Democracy offers solutions to intergroup problems and provides for good human relations.

LEARNING ACTIVITIES

"Quotas in the Past"

Some from here,
  And Others from there-
Some so black and others so fair
  Quotas mean-keep out!
You're wrong!
  That's the meaning of my song!
-R. Powell

TEACHER:
I,II. Duplicate and distribute this puzzle.

VOCABULARY SCRAMBLE

Find the following words in the scramble. How many can you explain? Use words or pictures in your explanations.

Busing
Conflict
Constitution
Culture
Democracy
Discrimination
Equality

Ethnic
Freedom
Government
Integration
Law
Minority
Prejudice

Propaganda
Quota
Rights
Segregation
Slavery
Stereotype
Understanding

(Note: This activity is more appropriate for upper level elementary students. It could also be used with secondary students.)

MATERIALS/RESOURCES

CONTENT

LEARNING ACTIVITIES

MATERIALS/RESOURCES

Democracy offers solutions to intergroup problems and provides for good human relations.

VOCABULARY SCRAMBLE

P G N I S U B N O I T U T I T S N O C N

V R A S E G R E G A T I O N J S K L U O

A B E T H N I C N N B R P S M G Y R L I

L U B J E R A O N O H O T E A R S A T T

V G U G U S O T K A I L K C E T W Z U A

E S N N T D J K O N E T E V I L P T R N

Y Y K H A O I N A U A P A I R L W O E I

C T G P H R T C S L Q L Y R C K F C O M

A I T C I N H T E E S K V T G M L N K I

R L E E T N E M N R E V O G O E F T O R

C A H L A A D N A G A P O R P E T S P C

O U C S I E P Y T O E R E T S E R N Q S

M Q T F R E E D O M G R B Y X O B E I I

E E A Y T I R O N I M O X T S S P M T D

D X H P X W A G N I D N A T S R E D N U

LEVEL II -- THEME IV: ACTION FOR EQUALITY: IDEALS AND REALITIES

Instructional Objective 5: Given experiences in intergroup problems and situations needing solutions, the learner will be able to demonstrate a commitment to social improvement.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
The ideals of democracy include the solution to intergroup problems and allow a constructive change.	I,II,III.Have each learner write what he feels needs to be changed or improved in the classroom, school, and community. (Choose problems appropriate to the age group of the learners for solutions.)	Breetweld, Jim. The Human Rights Commission. New York: Coward-McCann, Inc., 1961.	Have each learner demonstrate a commitment to social improvement by answering the following questions:
I. Classroom A. Welcoming neighbors B. Cooperating with the group	Depending upon the problem selected, choose one or more of the following activities: 1. Write a letter to your local newspaper or community hot-line outlining the problem and requesting help.	Martin, Bill. Poor Old Uncle Sam. Book and record or cassette. $4.50/book; $5.99/record; $6.99/cassette. Publisher: Bowmar Publishing Corp., 1970.	1. What can you personally do to help students of all ethnic groups get along at work and at play in your school?
II. School A. Intramural activities B. Student self-government	2. Write a le[illegible] your local, county, state, or [illegible]l official outlining the probl[illegible] requesting suggestions for impr[illegible] 3. Researc[illegible] the proper local agency to contact for information and help. (Contact these people by telephone.)		2. What can you personally do to educate your family and your neighbors to get along with all ethnic groups in America? 3. Finish this open-ended story written by Jean Grambs, Professor of Education, University of Maryland:
III. Community A. Neighborhood B. Public areas	4. Arrange to invite an authority to speak to the class about the particular problem. 5. Write a petition to the appropriate authority, circulate it, and deliver it personally. 6. Design and set up a campaign to inform the neighbors of a problem. Include posters, pamphlets, slogans, and bumper stickers in your campaign.		"Jim could hardly wait to get home. He ran the five blocks from his school to the small and familiar house that he and his family moved into three years ago.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
The ideals of democracy include the solution to intergroup problems and allow a constructive change.	7. Write a newspaper informing the school about a problem; present it over the speaker system to your class or the entire school. 8. Write a speech to persuade your classmates to adopt your point of view on some problem. 9. Present a program to the P.T.A. or other school organization that influences the members in the solution of a problem. TEACHER: I,II,III.Write these two situations on the board: Case A: Mr. Jones likes best to travel by car and Mrs. Jones likes to travel by airplane. On their vacation they took a train. Case B: Mr. Smith likes ball games, such as basketball. Mrs. Smith likes individual rather than team sports. Both of them learned to play tennis. Have the learners speculate about each problem, the possible solutions, and the solution offered. Introduce the word *compromise*, and have the learners arrive at a suitable definition. How are the results in the two cases alike? How are the results in the two cases different? Which compromise do you think would last longer? On what does the success of compromise really depend?		"It wasn't a big house, and sometimes having grass to mow or leaves to rake made him wish they still lived in an apartment. His real regret was that his best friend at school lived on the other side of the large highway that separated his neighborhood from his school. But now things would be different! "'Mom! Mom!' he called, as he flung open the front door and banged it shut. 'Guess what? It's the best thing that happened since we moved here!' "'I'm down here ironing, Jimmy,' his mother said, her voice coming from the basement. 'Come down and tell me your news.' "Jim almost tumbled down the basement stairs in his eagerness to tell his mother the news. "'Mom, you know Bill, that new fellow in our class? The one who likes to collect rocks, too, and who - well - I guess he's the greatest

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
The ideals of democracy include the solution to intergroup problems and allow a constructive change.			guy I ever met. Well-guess what? They've bought Mr. Allen's house down the block and they're moving in on Saturday, and now I'll have someone to walk to school with, and we'll be able to play after school and on weekends, and his older brother plays the guitar and maybe he'll teach me, and. his father used to play on his school baseball team and maybe he can coach us and.......' "'Oh, Jim! Wait! Wait! You're going so fast I can hardly keep up. How nice to have a friend move on our block. It will be great for you. Who is it now? I get your friends sort of mixed up.' Jim's mother smiled at his happiness. "'Oh, it's Bill. You know, Bill Barister who was over last week helping me sort out some of my minerals.' "'Oh--that Bill.' Jim's mother's face changed. "Jim stopped short.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
The ideals of democracy include the solution to intergroup problems and allow a constructive change.			"'What's wrong with Bill?' he demanded. "'Why, nothing, really. I guess. It's just.... well....they're Negro... black, I mean...and...' "'And?' said Jim. 'And what?'"

LEVEL II: SUPPORTIVE LEARNING ACTIVITIES FOR ELEMENTARY

Some of the supportive learning activities described in Level II are similar to those in Level I; others are usable primarily with upper elementary classes. All of these activities have been carefully selected and described by elementary school teachers who have used them.

These activities can serve as a supplement to those in the units preceding this section. Teachers are encouraged to use these activities in units or separately, according to their appropriateness. Some activities in this section can be substituted for other activities in the preceding units.

The teacher of the upper elementary grades is encouraged to look also at the Level III activities, for some of those might be effectively used at the upper elementary level.

It is hoped that teachers will vary the activities as needed for their classes. A check list of the titles of the activities is provided so that the teacher may check them as he uses them. Brief comments about the success of the activity and suggestions for improvements, deletions, and additions will help in the further refinement of this guide to intergroup education.

LEVEL II: SUPPORTIVE LEARNING ACTIVITIES

1. My Street
2. Self-Portrait In Words - Cinquain Poem
3. Words From Everywhere
4. Diary
5. It Happened To Me
6. The First Americans
7. Let's Eat
8. Masks
9. Dance With Me -- I'll Dance With You
10. Open Sesame
11. To Tell The Truth
12. Distel Finks and Hex Signs
13. Different Strokes For Different Folks
14. Sign Up To Explore
15. Jamestown
16. Musical Spice
17. You Finish It
18. Sing While You Work
19. Hear Us
20. Pioneer Heritage
21. "Mosaic" Time Line
22. Pen Pals
23. I Hear America Singing

LEVEL II - ELEMENTARY

TITLE	PURPOSE	LEARNING ACTIVITIES
1. MY STREET	To develop a feeling of personal worth and satisfaction and to appreciate the different kinds of environments in which people live	Have the children write, illustrate, and bind a book of the chants they use in their neighborhood games. Present the book to a class of younger children and teach them one of the games and its chant.
2. SELF-PORTRAIT IN WORDS - CINQUAIN POEM	To develop a positive self-image	Children write poems about themselves using cinquain form. 2 syllables 4 syllables 6 syllables 4 syllables 2 syllables Suggest that they use various parts of speech in the following ways: 2 syllables - your first name or ME 4 syllables - adjective 6 syllables - phrase 4 syllables - verb forms 2 syllables - full name (may be more than two syllables) Examples: "ME" Me, Sue Happy, Noisy New to this school today Hoping for friends... Sue Rollins or "ME" Me, Tom Big and noisy Wishing school was over Playing baseball Tom Jones
3. WORDS FROM EVERYWHERE	To recognize the multi-ethnic influence on words in the English language	Have the children identify the nationalities represented in the class. Identify those children who can speak another language. List foreign words which the children know. List some words which are familiar to the children and have them discuss the possible origins of the words. Have the children place cards with foreign words on a map to show the countries from which they originated. The dictionary may be helpful (continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		in locating the word origins. Examples: *Foreign* Stoep - (Dutch) step Apasum - (Algonquin Indian) a white animal Bobushka - (Russian) "little grandma" *English* Stoop - common name for front step in New York City Opposum - a marsupial common to the United States Bobushka - kerchief for head
4. DIARY	To become aware of the sensitivities of people who represent different ethnic groups	Have each child in a group keep a diary as if he were with: Harriet Tubman on the Underground Railroad Crazy Horse at the Battle of Little Bighorn John F. Kennedy on the PT 109 Levi Strauss at the Gold Rush Christopher Columbus on his first voyage Martin Luther King and the Montgomery bus boycott Julian Bond and the Freedom Riders in Mississippi Each child needs to locate information on his subjects. Emphasize the idea that a day-to-day account is central to diary keeping.
5. IT HAPPENED TO ME	To share knowledge about persons of various ethnic groups who have contributed to the development of the United States	Have the class prepare "Who Am I" sentences. This may be a written or oral activity. Examples: "Because I was tired, I refused to give up my seat in the front of the bus to move to the back. As a result, there was a boycott." Answer - Rosa Parks "I designed the city of Washington, but then I became angry and returned to France." Answer - Le 'Enfant "If it weren't for me, the White House wouldn't be located at 1600 Pennsylvania Avenue." Answer - Benjamin Banneker "I used tent canvas to make trousers." Answer - Levi Strauss

TITLE	PURPOSE	LEARNING ACTIVITIES
6. THE FIRST AMERICANS	To understand the culture of the Indians of Maryland and its influence on today's society	Locate and compile information about the customs of Maryland Indian tribes, e.g., Woodland Indians, Nanticokes, Yaocomicass, Pisataways, Patuxents, and Susquehannocks. Make a chart depicting the Indian customs which have been adapted by other Americans. Find out how the Indians preserved their meat. Compare these methods with the modern methods for preserving meat. Find examples of Indian design in modern clothing. Make examples of Indian designs which use vegetable print. Have children make coil pottery using the following directions: Make coils by rolling clay on a flat surface. When coil is about twelve inches long, start to form the bottom of a vessel by making concentric coils of clay lying flat. Build up the sides with rows of coils and then smooth the interior and exterior surfaces with wet hands. Allow pots to dry for one week. When the pots are dry, have the children shellac the surface. Children may research authentic Indian designs and decorate the vessels, using tempera paint or they may decorate them with ceramic glaze and fire them in a kiln (it will be difficult to reproduce authentic Indian designs unless the glaze is very thick). This activity may be combined with a trip to the Smithsonian American Indian exhibit or to other American Indian museums. References: Maryland Historical Society, Indians of Early Maryland, Little Eagle, The Courage of Sarah Noble.
7. LET'S EAT	To become acquainted with foods from various ethnic groups	Invite parents to help prepare a tasting party of a variety of ethnic dishes. Encourage the children to sample unfamiliar foods, describe the tastes, and name the ingredients. *Potato Latkes (Jewish Potato Pancakes)* Grate 4 large potatoes (about 3 cups, drained) 4 T. grated onion 2 eggs 1 tsp. salt 1/4 tsp. pepper 2 T. cracker meal 1/2 C oil or butter (continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		Beat eggs, add potatoes, onion, salt, pepper, and cracker meal. Heat fat in frying pan and drop the potato mixture into the fat by the tablespoon. Fry until browned on both sides. Serve hot. Makes 24 pancakes about 2" in diameter. May be served with applesauce.
8. MASKS	To discover the significance of masks from a historical, a religious, or a cultural point of view	Have each child in the group make a life-sized mask which will convey a specific idea or an expression. The mask may be made from heavy paper, grocery bags, papier maché over balloons, papier maché over paper plates, or paper sculpture over cylindrical boxes. Scrap fabric, colored yarns, or sequins may be used for designs. When completed, the masks may be displayed and the children may discuss what each mask represents, and who might wear it. Note: This activity could be correlated with a trip to the Museum of African Art of the Smithsonian Institute. References: Fraser, Douglas: The Many Faces of Primitive Art Schinnellar, James A.: Art: Search and Self Discovery Glubok, Shirley: The Art of the North American Indian Hunt and Carlson: Masks and Mask Makers Baranski: Mask Making Film: "How to Make A Mask" (10 minutes)
9. DANCE WITH ME -- I'LL DANCE WITH YOU	To discover how dance has been used by many ethnic groups as a means of expression	Have the children learn and perform in groups such dances as: Czech Polka, Israeli Hora, Mexican Hat Dance Greek Line Dance, Hawaiian Hand Motions Use recorded authentic native music as accompaniment. Have the children who know dances of other ethnic origins teach them to the class.
10. OPEN SESAME	To dispel prejudice by increasing cross-cultural understanding	Read stories from collections of fairy tales of other cultures. Have the children compare the heroes. Have them make a sound filmstrip about the story or dramatize one of the stories; use music from a particular culture and paint an appropriate backdrop.

(continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		References: Singer - Zlateh, The Goat and Other Stories Williams-Ellis - Arabian Nights Brockett - Burmese and Thai Fairy Tales Japanese Fairy Tales Burton - The Magic Drum: Tales From Central Africa
11. TO TELL THE TRUTH	To dispel prejudice by distinguishing between authoritative and unreliable sources of information	Have the children investigate organizations that are attempting to protect their members, and organizations that are trying to foster understanding among all people. Have them list the names, methods used, and the reasons for the formation of the groups. Invite speakers from these organizations to explain their work to the children. Examples: Italian American League Civil Rights League National Association for the Advancement of Colored People American Jewish Committee National Conference of Christians and Jews Anti-Defamation League
12. DISTEL FINKS AND HEX SIGNS	To increase cross-cultural understanding through a study of the Pennsylvania Dutch and an appreciation of their influence on American art	Have the children study the historical background of the Pennsylvania Dutch. Make a collection of Pennsylvania Dutch artifacts and note the design themes. Have the children discuss the significance of the hex symbol which is found on many American barns. The children may make their own designs which show Pennsylvania Dutch influences. Reproducing the hex signs may be coordinated with practice in manipulation of a compass. Note: The teacher may coordinate this activity with the Tasting Party, another activity in this guide.
13. DIFFERENT STROKES FOR DIFFERENT FOLKS	To recognize that people in various situations or social groups may utilize objects in different ways	Have the children classify a drum according to the ways in which different social groups use it. Show a drum and have the children answer questions such as, "How would you use a drum?" "What would your mother do with a drum?" "How would a musician use a drum?" "How would an African or an Indian use a drum?" They may examine a square of white cloth to see how many different ways they might use it (a bandage, a

(continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		flag). The children may also examine and discuss the use of other objects such as the bow and arrow and a piece of rope.
14. SIGN UP TO EXPLORE	To know that many ethnic groups participated in the discovery and exploration of the American continent	Have the children study the early explorers to learn their countries or origin, the flag under which they sailed, the area of the continent which they explored and claimed, their relationship with the Indians, their contributions to the development of the United States, and their purpose in sailing to America; the names of any geographic place in Maryland and in the United States which were derived from the language of the early explorers. Have the children accompany an explorer on an imaginary trip. They may trace the route of the voyage on a map and list the supplies and equipment which they would need. The children may write a letter home to the family in which they describe their feelings about the things they saw and heard. They may also draw illustrations of their experiences and discoveries.
15. JAMESTOWN	To discover that the Jamestown Colony included a group of black people from Africa	Have the children read about the Jamestown Colony and see the filmstrip "Minorities That Have Made America Great", Set-1 Negroes, Part 1. Have them build a model of the Jamestown Colony. Discuss the differences between a black and white indentured servant and a slave in the Jamestown Colony. The children may write or tell a short story about their voyage to America in a later period. Note: Teacher references: Quarles, Benjamin: The Negro in the Making of America. Compare the conditions on a voyage of the indentured servants, free colonists, and slaves. The children may speculate about the reasons why white indentured servants could escape their servitude more easily than the black indentured servants.
16. MUSICAL SPICE	To react to the music of various ethnic people by listening, singing, and performing and to recognize the many sources from which musical enrichment may come	Have the children listen to records of short selections of various kinds of music. Examples: African Vietnamese Jewish Chinese East Indian South American Have the children tell from which ethnic group the music comes and how the music makes them feel. The children may clap or move in spontaneous dance to the rhythm and mood of the (continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		music. They may also use rhythm instruments. Have the children sing along with the voices on the record to capture the mood of the music and to appreciate the techniques involved.
17. YOU FINISH IT	To interpret a situation of social significance and to make a prediction based on a story or picture	Present an unfinished story to the class and have the children finish it. Suitable stories may be found in NEA Journals. Either the children or the teacher may create unfinished stories which relate to relevant ethnic issues. Reference: NEA Journal - "Unfinished Stories" Words and Action, Role-Playing Photo Problems
18. SING WHILE YOU WORK	To recognize the widespread use of music in the work of people who have many different backgrounds	Have the children act out the repetitive movements of groups working together, and sing the songs which have their origins in such activities. Examples: Sea chantey - (hawling the sails) "Blow the Man Down" Making Music Your Own - Book 5 Railroad song - (driving spikes, laying ties) "Drill Ye Tarriers" Making Music Your Own - Book 5 African work song "Johnny Bones" Making Music Your Own - Book 4 Rowing song "Volga Boatman"
19. HEAR US	To understand that dialects reflect differences in vocabulary, pronunciation, and grammar, and to understand the artistic richness which dialects give to our language	Have the children find books in the library which are written in dialects. A class dictionary of interesting words may be started through the use of this activity and may be enlarged as children discover other words. Have the children talk with their families and neighbors to gather information and examples of dialects. If possible, tapes may be made and brought to the class.

TITLE	PURPOSE	LEARNING ACTIVITIES
		Have a group of children compose and send a letter to the Baltimore Sun asking for a copy of John Goodspeed's Lexicon of Baltimorese. A discussion of this may lead to an understanding that each person has a dialect. This idea may be further extended by having the children make individual tapes and then play them for each other.
20. PIONEER HERITAGE	To discover that the pioneer heritage of our country includes founders with various ethnic backgrounds	Conduct a parallel study of Abraham Lincoln and Jean Baptiste Pointe de Sable (Chicago's first settler). Conduct a parallel study of Boonsboro and Los Angeles and one of Ponce de Leon and Samuel de Champlain.
21. "MOSAIC" TIME LINE	To recognize that the United States is a "cultural mosaic" rather than a "melting pot"	Develop a time-line showing noteworthy events or outstanding contributions of minority groups. A specific time period may be used. Discuss the implications of the time line in a pluralistic society.
22. PEN PALS	To dispel prejudice through interaction with children of other geographical locations	Correspond with other schools in another part of the neighborhood, state, country, or world. This can be done arbitrarily by making a "game" out of the selection. Control the choice by your selection of the map - community, world map. Follow the format of the game "Pin the Tail on the Donkey" and have a child select a place on the map. Send the letters in one packet addressed to a school and direct attention to a particular grade level. Example: Grade School Attention Grade 5 City, State, Zip Code
23. I HEAR AMERICA SINGING	To develop an understanding of the interdependence of the many different kinds of people who make up our nation	Have the children read "I Hear America Singing" by Walt Whitman, then identify each workman mentioned in the poem. Have the children discuss how each workman was important to the other people mentioned in the poem. The children may illustrate the poem, use the poem for choral speaking, and pantomime the actions.

SELECTED BIBLIOGRAPHY

LEVEL II -- Theme I

A. Books

Benedict, Lois T. Canalboat Mystery. 122 East 42nd Street, New York, New York 10017: Atheneum Publishers. $3.00. 1963. Illustrated.

Tells the story of Pete, a boy taught to be suspicious of canalboat people, and Iwan, the new canal boy who proves that he can be trusted.

Block, Marie. Manya. 200 Madison Avenue, New York, New York 10016: Coward-McCann. $3.00. 1957.

Tells of Manya, an Ukranian immigrant girl who has difficulty accepting the melting pot concept idealized by her unsympathetic teacher. With the help of her family, Manya and the teacher learn some profound truths.

Bond, Jean. Brown is a Beautiful Color. 845 Third Avenue, New York, New York 10022: Franklin Watts, Inc. $3.50. 1969. Illustrated.

Points out that brown is everywhere and delightfully describes the beauty of brown in verse and illustrations.

Bontemps, Arna. Frederick Douglass: Slave - Fighter - Freeman. 201 East 50th Street, New York, New York 10022: Alfred Knopf, Inc. $3.00. 1959.

Presents a bibliographical account of the lifetime achievements of Frederick Douglass.

Bontemps, Arna, ed. Golden Slippers: An Anthology of Negro Poetry. 10 East 53rd Street, New York, New York. 10022: Harper and Row Publishers, Inc. $5.95. 1941. Illustrated.

Presents an anthology of Negro poetry for young readers.

Bontemps, Arna, ed. Hold Fast to Dreams. 1010 Washington Boulevard, Chicago, Illinois 60607: Follett Publishing Co. $4.98. 1969.

Tells of a wonderful collection of poetry with a multi-ethnic selection of authors and themes.

Bouchard, Lois. The Boy Who Wouldn't Talk. Garden City, New York 11530: Doubleday and Co., Inc. $3.50. 1969.

Describes how Carlos misses his native Puerto Rico when he moves to New York. Due to his difficulties in speaking English, he decides it is easier not to talk until a blind boy becomes his friend.

A. Books (continued)

Brockett, Eleanor. Burmese and Thai Fairy Tales. 1010 Washington Boulevard, Chicago, Illinois 60609: Follett Publishing Co. $3.75. 1965.

Encourages respect for diversity and eliminates stereotyped ideas about cultures. Can be read aloud to younger children. Series also includes fairy tales of other nationalities.

Brooks, Charlotte, ed. The Outnumbered. 1 Dag Hammarskjold Plaza, 245 East 47th Street, New York, New York 10017: Dell Publishing Co. $.60. 1969.

Presents stories, essays, and poems about minority groups by America's leading writers.

Brooks, Gwendolyn. Bronzeville Boys and Girls. 10 East 53rd Street, New York, New York 10022: Harper and Row Publishers, Inc. $3.95. 1956. Illustrated.

Expresses in verse thoughts about experiences city children would recognize and understand.

Buckley, Peter, and Jones, Hortense. Living as Neighbors. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart and Winston. $4.08. 1966. Teachers' guide and picture study pad. Holt Social Studies Series.

Depicts an ethnic view of the structure in American neighborhoods and communities.

Buckley, Peter, and Jones, Hortense. Five Friends at School. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart and Winston. $3.48. 1966. Teachers' guide and picture study pad. Holt Social Studies Series.

Presents a story of five children from various ethnic backgrounds and their experiences in an urban school environment.

Buckley, Peter, and Jones, Hortense. William, Andy, and Ramon. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart and Winston. $3.48. 1966. Teachers' guide and picture study pad. Holt Social Studies Series.

Presents the story of three city friends and how they prepare for a visit from Grandma.

Buff, Mary, and Buff, Conrad. Hah-nee. 1 Beacon Street, Boston, Massachusetts 02108: Houghton Mifflin Co., Educational Division. $5.95. 1965.

Tells the story of Hah-nee of the Cliff Dwellers and the experiences of his people in search for land and food.

Burch, Robert. Queenie Peavy. 625 Madison Avenue, New York, New York 10022: Viking Press. $3.77. 1966. Illustrated.

Tells the story of a tomboy growing up in the rural south. The story naturally depicts many family and intergroup situations.

A. Books (continued)

Burden, Shirley. I Wonder Why. Garden City, New York 11530: Doubleday and Co., Inc. $2.50. 1963. Illustrated.

Presents the open-ended picture story of a Negro girl.

Burton, W.F.P. The Magic Drum: Tales from Central Africa. 257 Park Avenue, New York, New York 10010: Criterion Publishers. $3.95. 1962. Illustrated.

Tells short tales with a fable-like quality that are favorites in the Congo. Illustrated with humor and imagination.

Carlson, Natalie. The Empty Schoolhouse. 1 Dag Hammarskjold Plaza, 245 East 47th Street, New York, New York 10017: Dell Publishing Co. $.75. 1968. Illustrated. Paperback.

Describes for young boys and girls the school intergration problems of the south. Set in Louisiana.

Caudill, Rebecca. Higgins and the Great Big Scare. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart and Winston. $3.07. 1960. Illustrated.

Presents a story of a scared little dog and how its owner and her five friends save the dog from its big scare.

Caudill, Rebecca. Did You Carry the Flag Today, Charley? New York, New York: Owlet Books. $1.65. 1966. Illustrated. Paperback.

Portrays contemporary Appalachia as the setting for the activities of Charley, an irrepressible kindergartener, who finally achieves the honor of carrying the flag for his class.

Clayton, Edward. Martin Luther King: The Peaceful Warrior. New York, New York: Archway. $.60. 1968. Paperback. Not in book.

Presents bibliographical account of the lifetime achievements of Martin Luther King, Jr.

Estes, Eleanor. Hundred Dresses. 757 Third Avenue, New York, New York 10017: Harcourt Brace Jovanovich Inc. $5.95. 1944. Illustrated.

Portrays a fifth grade class that comes to appreciate a Polish-American classmate after teasing her about the one hundred dresses she said she owned.

Fern, Eugene. Birthday Presents. 19 Union Square, West New York, New York 10003: Farrar, Straus and Giroux, Inc. $4.50. 1967.

Tells about a little boy named Joseph who compares his birthday present with those of his friends. He decides that the song his grandfather taught him was the best birthday present because it could be shared with so many people. The song is printed in this excellent book. Easy.

A. Books (continued)

Fitch, Bob and Fitch, Lynne. Soy Chicano. 515 North Front Street, Mankato, Minnesota 56001: Creative Educational Society, Inc. $5.95. 1970.

Depicts Mexican-American culture.

Glubok, Shirley. The Art of the North American Indian. 10 East 53rd Street, New York, New York 10022: Harper and Row Publishers, Inc. $4.50. 1964.

Presents many examples of art work of the North American Indian.

Greggenheim, Hans. The World of Wonderful Differences. 1640 Rhode Island Avenue, Washington, D.C. 20036: B'nai B'rith. $2.50. 1967.

Shows that we are a multi-racial, multi-ethnic society and stresses that we should rejoice about the differences.

Hoff, Syd. Who Will Be My Friends? 10 East 53rd Street, New York, New York 10022: Harper and Row Publishers, Inc. $1.95. 1960. Illustrated.

Deals with a child's self-concept through the story of a boy, Freddy, who has moved into a new house. Although he liked his new adult friends, he was unhappy until he discovered a way to make friends his own age.

Hofsinde, Robert, Indians at Home. 105 Madison Avenue, New York, New York 10016: Morris, William and Company. $3.78. 1964. Illustrated.

Describes various Indian homes. Easy.

Hughes, Langston. Dream Keeper. 210 East 50th Street, New York, New York 10022: Alfred Knopf, Inc. $2.75. 1932. Illustrated.

Provides young readers with poems for any mood.

Hughes, Langston. Famous Negro Heroes of America. 79 Madison Avenue, New York, New York 10016: Dodd, Mead and Co. $3.50. 1958. Illustrated.

Presents short biographical sketches of outstanding blacks, who have achieved in different occupational fields.

Hughes, Langston, and Bontemps, Arna. Poetry of the Negro, 1746-1970. Garden City, New York 11530: Doubleday and Co., Inc. $8.95. 1970.

Creates vivid impressions in an anthology of Negro poetry (1746-1970) that children can understand.

A. Books (continued)

Hughes, Langston. Panther and the Lash. 201 East 50th Street, New York, New York 10022: Alfred Knopf, Inc. $2.50. 1967. Paperback.

An anthology of poems for young readers.

Jackson, Jesse. Call Me Charley. 1 Dag Hammarskjold Plaza, 245 East 47th Street, New York, New York 10017: Dell Publishing Co. $.75. 1967. Illustrated. Paperback.

Tells a moving account of discrimination encountered by a black boy. A realistic story of a brave, likeable boy.

Josephy, Alvin, Jr. The Indian Heritage of America. 201 East 50th Street, New York, New York 10022: Alfred Knopf, Inc. $10.00. 1968. Illustrated.

Presents a fine cultural history of the American Indian.

King, Helen. The Soul of Christmas. 1820 South Michigan Avenue, Chicago, Illinois 60610: Johnson Publishing Co., Inc. $4.50. 1972. Illustrated.

Tells the story of a black family's Christmas and their willingness to share their gifts with an unfortunate neighboring family.

Konigsburg, E.L. Jennifer, Hercate, Macbeth, William McKinley, and Me, Elizabeth. 122 East 42nd Street, New York, New York 10017: Atheneum Publishers. $.95. 1967. Illustrated. Paperback.

Presents a story of friendship among children.

Krasilousky, Phyllis. Benny's Flag. 110 East 59th Street, New York, New York 10022: World Publishing Co. $4.21. 1960. Illustrated.

Presents a story about an Indian boy who lived in Alaska and designed Alaska's state flag.

Kuglemass, Alvin. Ralph J. Bunche: Fighter for Peace. 1 West 39th Street, New York, New York: 10018: Messner. $4.79. 1962.

Presents a bibliographical account of the lifetime achievements of Ralph J. Bunche.

Lenski, Lois. Blue Ridge Billy. 1 Dag Hammerskjold Plaza, 245 East 47th Street, New York, New York 10017: Dell Publishing Co. $.75. 1967. Illustrated. Paperback.

Gives a good picture of life in the hills of North Carolina through the activities of Billy Honeycutt, who longed for a fiddle. The book contains local dialect which makes the reading somewhat difficult, but also lends additional flavor to the story. Good for elementary grades.

A. Books (continued)

Lenski, Lois. Coal Camp Girl. East Washington Square, Philadelphia, Pennsylvania 19105: Lippincott Co. $4.82. 1959. Illustrated.

Describes a West Virginia coal miner's family. The nine-year-old heroine suffers joys and heartaches, including her brother being lost in an abandoned mine. Recommended for elementary grades.

Lenski, Lois. Strawberry Girl. East Washington Square, Philadelphia, Pennsylvania 19105: Lippincott Co. $4.95. 1945. Illustrated.

Tells the story of Birdie Boyer's family in Florida's backwoods. Birdie has courage and spunk and the Boyers are a close-knit, competent family. The theme is group acceptance and approval.

Lerner, Marguerite, M.D. Red Man, White Man, African Chief: The Story of Skin Color. 241 First Avenue, North, Minneapolis, Minnesota 55401: Lerner Publishers. $2.95. 1960. Illustrated.

Gives excellent scientific explanation of skin color. Helpful information for the teacher. Easy.

Lexau, Joan, and Weiss, Harvey. Olaf Reads. Stratford Press, Inc. $3.25. 1961. Illustrated. Not in Book.

Relates some of the embarrassing situations Olaf encounters because he doesn't know how to read.

Martin, Bill. Adam's Balm. Book and record or cassette. Box 3623, Glendale, California 91201: Bowmar Publishing Co. Book: $4.50. Record: $5.99. Cassette: $6.99. 1970.

Presents man's most sinister creation, the atom bomb. "Mankind" calls upon Old Adam to help "pull" our world together.

Martin, Bill. Freedom Books. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart and Winston. Text Edition, $4.50 each. 1970. Teachers' guide, records, and cassettes available. Illustrated.

Sets forth elementary level material on a number of profound subjects through beautifully illustrated, easy readers, such as I Am Freedom's Child, Freedom's Apple Tree, America I Know You, and It's America for Me. These books are suitable for use as supplementary readers for learning centers for creative writing or dancing, or for sheer joy.

Martin, Bill. Gentle, Gentle Thursday. Box 3623, Glendale, California 91201: Bowmar Publishing Co. Book and record or cassette. Book: $4.50. Record: $5.99. Cassette: $6.99. 1970. Illustrated.

Demonstrates that a child's life is an endless round of demands. This book provides the child an opportunity to think about himself.

A. Books (continued)

Martin, Bill. Once There Were Bluebirds. Box 3623, Glendale, California 91201: Bowmar Publishing Co. Book and record or cassette. Book: $4.50. Record: $5.99. Cassette: $6.99. 1970. Illustrated.

Discusses the dilemma we face if we add to our comfort by destroying our natural environment.

Martin, Bill. Spoiled Tomatoes. Box 3623, Glendale, California 91201: Bowmar Publishing Co. Book and record or cassette. Book: $4.50. Record: $5.99. Cassette: $6.99. 1970. Illustrated.

Shows the vicious cycle that destroys life.

Murdock, George D. Africa: Its People and Their Cultural History. 1221 Avenue of the Americas, New York, New York 10020: McGraw-Hill Book Co. $12.95. 1959.

Presents a fine geographical and cultural explanation of the continent of Africa.

Neville, Emily. Berries Goodman. 10 East 50th Street, New York, New York 10022: Harper and Row Publishers, Inc. $3.79. 1965. Illustrated.

Presents Berrie Goodman, an outsider, who meets another outsider in his class.

Pine, Tillie S., and Levine, Joseph. The Indians Knew. 1221 Avenue of the Americas, New York, New York 10020: McGraw-Hill Book Co. $3.83. 1957. Illustrated.

Describes many things that the Indians knew how to do.

Rosenthal, R. The Splendor That Was Africa. Dobbs Ferry, New York 10522: Oceana Publications. $3.50. 1967.

Contains a brief, accurate history of three African kingdoms: Mali, Ghana, and Songhay.

Shotwell, Louisa. Roosevelt Grady. 50 West 44th Street, New York, New York 10036: Scholastic Book Services. $.60. 1970. Illustrated.

Narrates, through the eyes of Roosevelt, an adventurous nine-year-old black boy, life with a migrant farm worker's family, including school experiences. Elementary grade .

Showers, Paul. Your Skin and Mine. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $3.75. 1965. Illustrated.

A small science book that teaches an important lesson in race relations.

A. Books (continued)

Sorenson, Virginia. Plain Girl. 757 Third Avenue, New York 10017: Harcourt, Brace and World, Inc. $.75. 1955. Illustrated. Paperback.

Shows the problems of a nine-year-old Amish girl when the Pennsylvania authorities insist that she be sent to school.

Steiner, Charlotte. A Friend is Amie. 201 East 50th Street, New York, New York 10022: Alfred Knopf, Inc. $2.75. 1956. Illustrated.

Tells the story of Lili, a little French girl who moves next door to Milly, a little American girl. They do not speak each other's language, but they play together. Each one learns to speak the other's language. French phrases in the story with phonetic spelling and meaning. Easy.

Steptoe, John. Stevie. 10 East 53rd Street, New York, New York 10022: Harper and Row Publishers, Inc. $3.50. 1969. Illustrated.

Relates the story of Robert, who is jealous of the attention his mother pays to Stevie, a little boy for whom she is baby-sitting. One day Stevie's family moves away and Robert recognizes how much he misses the "little guy."

Stone, Elberta. I'm Glad I'm Me. 200 Madison Avenue, New York, New York 10016: Putnam Book Co. $3.49. 1971. Illustrated.

Presents a story for young children that will help them build a positive self-image.

Waber, Bernard. Nobody is Perfick. 1 Beacon Street, Boston, Massachusetts 02108: Houghton Mifflin Co. $3.95. 1971. Illustrated.

Demonstrates the need for self-improvement in all individuals.

Zaret, Hy, and Ginger, Lou. Little Songs on Big Subjects. 116 East 59th Street, New York, New York 10022: Argosy Music Co. Paperback: $1.00. Record: $3.00. 1967.

Can serve as a great classroom "starter" for all elementary grades. It is also good for resource centers or libraries. Include it in primary grades with profound content.

B. Films and Filmstrips

1. Films

Geronimo Jones. $350.00. 1970. Time: 21 min. Color. Distributor: Learning Corp. of America, 711 Fifth Avenue, New York, New York 10000.

Tells of the identity crises of Geronimo Jones, a descendent of the great Apache Chief, Geronimo. Relates how he is given a treasured Apache medallion by his grandfather, which he trades in for a television set. Describes his bewilderment when he turns on the set and Indians are being portrayed as enemies.

Minority Youth: Adam. $140.00. Time: 10 min. Distributor: Bailey-Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404.

Shows us the situation of the Indian today through Adam, an American Indian who speaks about his cultural heritage and his place in society. He shows that he values his culture by spending his summers at a reservation, but he has the same desires, abilities, and interests as his Anglo peers.

Minority Youth: Angie. $145.00. Time: 10-1/2 min. Distributor: Failey-Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404.

Shows insight into the personal feelings of a Mexican-American girl about herself, her family, and her culture.

William From Georgia to Harlem. Time: 15 min. Distributor: Learning Corp. of American Films, 711 Fifth Avenue, New York, New York 10000.

Stresses friendship, regional differences, and values through the experiences of black children.

2. Filmstrips

Developing Basic Values. Filmstrips (4) and records (2) or cassettes (2). $32.50/f.s. and records; $36.50/f.s. and cassettes. 1970. Time: I-11 min.; II-10 min.; III-12 min.; IV-11 min. Color. Producer: SVE.

Discusses the need for development of moral and ethical values for daily living.

Guess Who's in a Group! Filmstrips (3) and record or cassette. $19.50/f.s. and record; $21.50/f.s. and cassette. 1970. Time: I-6 min.; II-7 min.; III-5 min. Color. Producer: Guidance Associates.

Discusses basic group unit, recognition of different types of groups, and group norms.

B. Films and Filmstrips (continued)

What do you Expect of Others? Filmstrips (3) and record or cassette. $19.50/f.s. and record; $21.50/f.s. and cassette. 1970. Time: I-4 min.; II-4 min.; III-7 min. Color. Producer: Guidance Associates, 41 Washington Avenue, Pleasantville, New York 10570.

Presents an awareness of self-worth and how understanding of expectations influence

What Happens Between People. Filmstrips (2) and record or cassette. $19.50/f.s. and record; $21.50/f.s. and cassette. 1970. Time: I-8 min.; II-5 min. Color. Producer: Guidance Associates, 41 Washington Avenue, Pleasantville, New York 10570.

Shows different interactions among individuals and groups. Increases the learner's awareness of interaction and explores relationships with other persons.

Who Do You Think You Are? Filmstrips (3) and record or cassette. $19.50/f.s. and record; $21.50/f.s. and cassette. 1970. Time: I-5 min.; II-5 min.; III-7 min. Color. Producer: Guidance Associates, 41 Washington Avenue, Pleasantville, New York 10570.

Presents a boy and his teacher investigating who you are. Emphasis is placed on facts and figures, actions and feelings.

C. Records and Tapes

1. Records

No recommendations made by the Intergroup Education Revision Committee of 1974.

2. Tapes

The Story of Skin Color. Tape. $7.95/tape. 1974. Time: 8 min. Producer: Wollensak, Kunz, Inc., 207-209 East Patapsco Avenue, Baltimore, Maryland 21225.

Shows the biological explanations of what causes different skin colors; told in simplified terms.

D. Pictures and Prints

1. Pictures

No recommendations made by the Intergroup Education Revision Committee of 1974.

D. Pictures and Prints (continued)

2. Prints

Focus on Self Development, Stage 1 Awareness. Study Prints. 1970. Producer: Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

Presents study print situations familiar to young children to stimulate discussion, for role-play, or as topics for drawing and for writing brief paragraphs.

E. Kits

Developing Understanding of Self and Others. DUSO Kit D-2. Eight self and social development activity cards, five cassettes or 17 records, 33 posters, six hand puppets, 33 career awareness activity cards, and metal case. Distributor: American Guidance Service, Inc., Publisher's Building, Circle Pines, Minnesota 55014.

Presents eight units with the following themes: self-identity, friendship, responsible interdependence, self-reliance, resourcefulness and purposefulness, competence, emotional stability, and choice making.

Inquiring About Cultures. Databank, one data card; eight data foldouts; four data packs; 57 ditto masters; 16 filmstrips, eight records. 1972. Producer: Holt, Rinehart and Winston, Madison Avenue, New York, New York 10017.

Presents an anthropological approach to the study of cultures. The focus is upon these topics: essentials for living and the role of environment; the roles of children; group relationships; how large groups respond to outsiders; cooperation, competition, and aggression; and the effects on simple societies of contact with more complex societies.

SELECTED BIBLIOGRAPHY

LEVEL II -- Theme II

A. Books

Adams, Russell. Great Negroes, Past and Present. 1727 South Indiana Avenue, Chicago, Illinois 60616: Afro-American Publishing Co. $7.95. ($3.95-Paperback edition) 1963.

Presents biographies of great Negroes, past and present.

Adoff, Arnold. Malcolm X. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $3.75. 1970.

Presents the life of Malcolm X, a spokesman for black people everywhere in the United States.

Allen, T. D. Tall As Great Standing Rock. Witherspoon Building, Philadelphia, Pennsylvania 19107: Westminister Press. 1963.

Presents the story of an Indian boy and his defiant acceptance of a new world where Navajo and white are one.

Amon, Aline. Talking Hands. Garden City, New York 11530: Doubleday and Co. $3.95. 1968.

Illustrates sign language as a means of communication.

Andrist, Ralph, and Editors. The California Gold Rush. 1221 Avenue of the Americas, New York, New York 10020: American Heritage Publishing Co., Inc. $5.95. 1961.

Depicts the history of the gold rush. Shows many original photographs and drawings.

Baldwin, Gordon. How the Indians Really Lived. 200 Madison Avenue, New York, New York 10016: Putnam Book Co. $4.29. 1967.

Describes the Indian culture of today.

Baum, Betty. Patricia Crosses Town. 201 East 50th Street, New York, New York 10022: Alfred A. Knopf. $3.50. 1965.

Presents Pat, twelve, who doesn't want to be one of the small group of black children who are going to be enrolled in a school across town in an all white neighborhood, but her parents insist.

Beltina, Natalia. Calendar Moon. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart, Winston, Inc. $4.27. 1964. Illustrated.

Presents a review of folklore about the moon among peoples of various ethnic groups throughout the country.

A. Books (continued)

Bernard, Jacqueline. Journey Toward Freedom: The Story of Sojourner Truth. 55 Fifth Avenue, New York, New York 10003: W. W. Norton and Co. $5.95. 1967.

Presents several titles pertinent to Negro slavery, the freed man, and social conditions in the 19th Century.

Berry, Erick. When Wagon Trains Rolled to Santa Fe. 1607 North Market Street, Champaign, Illinois 61820: Garrard Publishing Co. $4.08. 1966. Illustrated.

Presents the story of the Santa Fe Trail. Written from old diaries and journals; relates many facets of America's early West.

Bierhorst, John, ed. The Fire Plume: Legends of the American Indians. 1 Dag Hammarskjold Plaza, 245 East 47th Street, New York, New York 10017: Dial Press, Inc. $3.95. 1969. Illustrated.

Presents young readers with examples of American Indian folklore. Easy.

Binzen, Bill. Miguel's Mountain. 200 Madison Avenue, New York, New York 10016: Coward-McCann, Inc. $3.96. 1968. Illustrated.

Tells of Miguel who has never seen a real mountain. His idea of a mountain is a big pile of dirt in the park where cowboys fight Indians. Then, Miguel and his friends hear that the city is going to take away the pile of dirt. Tells how Miguel saves his mountain.

Blue, Rose. We Are Chicano. 845 Third Avenue, New York, New York 10022: Franklin Watts, Inc. $4.95. 1973.

Depicts the life-styles of the Chicano in story form.

Bontemps, Arna. Hold Fast To Dreams. 1010 Washington Boulevard, Chicago, Illinois 60607: Follet Publishing Co. $4.98. 1969.

Tells of a wonderful collection of poetry with a multi-ethnic selection of authors and themes.

Brockett, Eleanor. Burmese and Thai Fairy Tales. 1010 Washington Boulevard, Chicago, Illinois 60607: Follet Publishing Co. $5.95. 1965

Encourages respect for diversity and eliminates stereotyped ideas about cultures. Can be read aloud to younger children. This wonderful series should not be left out of children's school libraries. Series also includes: Swedish, Portuguese, Danish, Italian, Persian, Japanese, Norwegian, and Turkish Fairy Tales.

A. Books (continued)

Brownmiller, Susan. Shirley Chisholm. Garden City, New York 11530: Doubleday and Co. $.75. 1972. Paperback.

Gives an account of Shirley Chisholm's life and her accomplishments as a Congresswoman.

Buehn, Walter. Westward - With American Explorers. 200 Madison Avenue, New York, New York 10016: Putnam Book Co. $3.97. 1963. Illustrated.

Depicts the explorations of many in the American West.

Buff, Conrad and Mary. Dancing Clouds. 625 Madison Avenue, New York, New York 10022: Viking Press. $3.77. 1957. Illustrated.

Presents a colorful picture of Navajo life today, a life which is very little changed from that of their forefathers.

Burchard, Peter. Chito. 200 Madison Avenue, New York, New York 10016: Coward-McCann. $3.49. 1969.

Tells the story of a young Puerto Rican boy who overcomes his homesickness in the big city.

Burchardt, Nellie. Project Cat. 845 Third Avenue, New York, New York 10022: Franklin Watts, Inc. $3.50. 1966. Illustrated.

Tells about children living in a city housing project who adopt a stray cat and learn some things about the local government.

Burgwyn, Mebane. The Cracker Jack Pony. East Washington Square, Philadelphia, Pennsylvania 19105: J. B. Lippincott Co. $3.95. 1969.

Tells about Cliff, a little black boy who loses a pony contest, but later learns much about work, friends, and life when his middle-class family moves to a farm.

Burt, Olive. Negroes in the Early West. 1 West 39th Street, New York, New York 10018: Messner, Inc. $3.95. 1969. Illustrated.

Presents the stories of many black explorers and pioneers who ventured into America's West.

Burton, W. F. P. The Magic Drum: Tales from Central Africa. 257 Park Avenue, New York, New York 10010: Criterion Books. $3.95. 1962. Illustrated.

Tells short tales with a fable-like quality that are favorites in the Congo. Illustrated with humor and imagination.

A. Books (continued)

Cameron, Rita. Let's Learn About Maryland. 409 West Coldspring Lane, Baltimore, Maryland 21210: Media Material, Inc. 1972.

Presents many aspects of the rich heritage of Maryland. Includes the geography of Maryland, biographies of famous Maryland men, and descriptions of many facets of Maryland's history.

Carpenter, Allan. Maryland, From Its Glorious Past to the Present. 1224 West Van Buren Street, Chicago, Illinois 60607: Children's Press. $5.00 1966. Illustrated.

Relates the history of Maryland and describes its land and its people. This is a good reference book for third grade.

Chase, Richard. Jack Tales. 1 Beacon Street, Boston, Massachusetts 02108: Houghton Mifflin Co. $4.95. 1943. Illustrated.

Presents a collection of stories depicting life in Appalachia and Southern United States. Written in dialect.

Clark, Electa. Osceola: Young Seminole Indian. 4300 West 62nd Street, Indianapolis, Indiana 46268: Bobbs-Merrill Co., Inc. $2.95. 1965. Illustrated.

Depicts the story of Osceola and his fight to protect his people's Florida settlement.

Clayton, Edward. Martin Luther King: The Peaceful Warrior. 630 Fifth Avenue, New York, New York 10020: Washington Square Press. $.60. 1969.

Gives a biographical account of the incidents that shaped the life of the man who led the Montgomery, Alabama bus boycott and preached: "Love must be our regulating ideal."

Clifton, Lucille. The Black BC's. 201 Park Avenue, New York, New York 10003: Dutton and Co., Inc. $3.95. 1970.

Presents with striking simplicity the many ways in which black men and their culture have enriched American life.

Clifton, Lucille. All Us Come Cross the Water. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart, Winston, Inc. $4.95. 1973.

Tries to answer the questions of a little boy named Ujamaa who wants to know where his relatives come from. Finally, a friend shows him that black Americans have their roots in all African countries. Black Americans "all crossed the water."

A. Books (continued)

Coates, Belle. The Sign of the Open Hand. 597 Fifth Avenue, New York, New York 10017: Scribner's Sons. $4.95. 1962.

Presents a sympathetic and realistic story of life among the Montana Indians in the early part of this century.

Colver, Anne. Bread and Butter Indian. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart, Winston, Inc. $3.97. 1964.

Presents the story of a secret friendship between a white girl and an Indian girl living on the Pennsylvania frontier.

Deveaux, Alexia. Na-Ni. 10 East 53rd Street, New York, New York 10022: Harper and Row Publishers, Inc. $3.50. 1973.

Illustrates the life style of a black girl who experiences heartbreak at an early age.

Dietz, Betty, and Olatinji, Babatunde. Musical Instruments of Africa. 257 Park Avenue, New York, New York 10010: The John Day Co. $6.50. 1965.

Presents illustrations of musical factors that contribute to the musical instruments of Africa.

Dietz, Betty, and Olatunji, Michael. Musical Instruments of Africa. 257 Park Avenue, New York, New York 10010: The John Day Co. $6.50. 1965.

Tells of the many instruments of the African culture and gives useful suggestions on the making of these instruments.

Drisko, Carol R., and Toppin, Edgar. The Unfinished March. Garden City, New York 11530: Doubleday and Co. $3.75. 1967.

Depicts the movement that the blacks portrayed in both the history of the United States and the reconstruction through World War I.

Durham, Philip, and Jones, Everett. The Adventures of the Negro Cowboys. 79 Madison Avenue, New York, New York 10016: Dodd, Mead and Co. $4.50. 1965.

Tells of the more than 5,000 Negro cowboys who rode north from Texas during the years immediately after the Civil War. Some died, some lived. These cowboys included the best riders on the range.

Egypt, Ophelia Settle. James Weldon Johnson. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $3.95. 1955.

Depicts biographical sketch of James Weldon Johnson, a famous poet and civil rights fighter.

A. Books (continued)

Epstein, Sam and Beryl. George Washington Carver. 1 Dag Hammarskjold Plaza, 245 East 47th Street, New York, New York 10017: Dell Publishing Co. $.50. 1960. Paperback.

Shows how George Washington Carver eked out an education in spite of formidable circumstances to become one of the greatest scientists and humanitarians in history.

Farquhar, Margaret. Indian Children of America: A Book to Begin On. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart, Winston, Inc. 1964.

Presents the culture of Indian children and how they live.

Felton, Harold. Jim Beckwourth - Negro Mountain Man. 79 Madison Avenue, New York, New York 10016: Dodd, Mead and Co. $4.50. 1966.

Relates the story of Jim Beckwourth, a trapper and mountain man. Beckwourth lived with Crows and became chief of their tribe. His experiences were extremely exciting.

Felton, Harold. Nat Love: Negro Cowboy. 79 Madison Avenue, New York, New York 10016: Dodd, Mead and Co. $3.95. 1969.

Depicts the life of Nat Love, who, when he was fifteen, headed west. Describes his adventures as a wild west cowboy for young readers.

Fenderson, Lewis H. Thurgood Marshall: Fighter for Justice. 1221 Avenue of the Americas, New York, New York 10020: McGraw-Hill Book Co. $4.33. 1969.

A complete biography of Justice Marshall from memories of early childhood to his ascendency to the Supreme Court.

Franchere, Ruth. Cesar Chavez. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $3.95. 1970.

Presents the life of Cesar Chevez, a Mexican-American who helped unite migrant workers in California.

Gaer, Joseph. Holidays Around the World. 34 Beacon Street, Boston, Massachusetts 02106: Little, Brown and Co. $5.95. 1953. Hardcover.

Describes the religious holidays of five groups of people - the Chinese, Hindus, Jews, Christians, and Moslems. This is a good book for elementary libraries as a supplement to Christmas selections.

A. Books (continued)

Glubok, Shirley. The Art of the Southwest Indians. 866 Third Avenue, New York, New York 10022: MacMillan and Co. $5.95. 1971.

Treats the full range of American Indian art.

Goble, Paul and Dorothy. Red Hawk's Account of Custer's Last Battle. 201 East 50th Street, New York, New York 10022: Random House, Inc. $4.95. 1969.

Presents the Battle of Little Bighorn through the eyes of Red Hawk, a fictitious Indian. Story based on actual accounts of Indian participants.

Grant, Bruce. American Indians Yesterday and Today. 850 North Grove Avenue, Elgin, Illinois 60120: Cook Publishing Co. $4.95. 1972.

Resource manual, prints, and photos.

Greenfield, Eloise. Rosa Parks. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $3.95. 1973.

Depicts the life of Rosa Parks, known as "The Mother of the Civil Rights Movement."

Greggenheim, Hans. The World of Wonderful Differences. 1640 Rhode Island Avenue, N.W., Washington, D. C. 20036: A.D.L. of B'nai B'rith. $2.50. 1967.

Emphasizes exactly what we are, a multi-racial, multi-ethnic society, and stresses that we should "rejoice in the difference." Easy.

Hall, Lynn. The Famous Battle of Bravery Creek. 419 Park Avenue, South, New York, New York 10016: Crown Publishers, Inc. $3.12. 1970.

The story of an incident between Indians and settlers told from vastly different points of view.

Halliburton, Warren. The Picture Life of Jesse Jackson. 845 Third Avenue, New York, New York 10022: Franklin Watts, Inc. $3.45. 1972

Depicts the accomplishments of the civil rights leader, Reverend Jesse L. Jackson.

Hamilton, Virginia. W.E.B. Dubois - A Biography. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $4.50 1972.

A vivid account of the books, essays, poems, and articles that contributed to W.E.B. Dubois' fame as an outstanding black.

A. Books (continued)

Hampden, John. Arabian Nights. 110 East 59th Street, New York, New York 10022: World Publishing. $3.95. 1970.

Presents endless treasures; unfamiliar tales from the Arabian nights.

Hayden, Robert. Eight Black American Inventors. Reading, Maine 01867: Addison, Wesley Publishing Co., Inc. $4.75. 1972.

Gives an account of eight famous black inventors and describes their contributions to American Society.

Hays, Wilma Pitchford. The Hawaiian Way. 200 Madison Avenue, New York, New York 10016: Coward-McCann, Inc. $3.95. 1961.

Presents stories about boys in Hawaii and something about what each boy believes.

Havighurst, Walter. The California Gold Rush. 845 Third Avenue, New York, New York 10022: Franklin Watts, Inc. $3.50. 1962.

Depicts the story of the gold rush and the development of the American West.

Havighurst, Walter. The First Book of the Oregon Trail. 845 Third Avenue, New York, New York 10016: Franklin Watts, Inc. $3.95. 1960.

Gives a vivid account of the trails that lead to Oregon.

Hofsinde, Robert. Indians at Home. 105 Madison Avenue, New York, New York 10016: Morrow and Co. $4.14. 1964.

Depicts the life style of the Indians in their natural setting; their shelter and how the basic needs were provided for.

Hughes, Langston, Famous American Negroes. 79 Madison Avenue, New York, New York 10016: Dodd, Mead and Co. $1.75. 1954.

Presents sixteen biographies of outstanding Negro heroes from early 16th Century days to modern times. Includes both men and women.

Hyde, Philip, and Lett, Stephen. Navajo Wildlands. 597 Fifth Avenue, New York, New York 10017: Sierra Club Books. $3.95. 1969.

Contains beautiful glossy color pictures of the Navajo Wildlands with descriptive comments.

A. Books (continued)

Jaye, Mary, and Hilyard, Imogene. Making Music Your Own-K-6. 250 James Street, Morristown, New Jersey 07960: Silver Burdett Co. 1966.

An up-to-date music book with many ethnic groups represented.

Johnson, James Weldon, and Johnson, J. Rosamond. Lift Every Voice and Sing. 201 East 50th Street, New York, New York 10022: Random House, Inc. $4.95. 1970.

Presents various traditional black spirituals celebrated the world over.

Jones, Hettie. Longhouse Winter. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart, Winston, Inc. $5.59. 1972.

Presents four Iroquois tales of transformation.

Jordan, June. Fannie Lou Hamer. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $3.95. 1972.

Illustrates the struggles of a poor black woman who fought for equal rights.

Kaufman, Mervyn. Jessie Owens. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $3.95. 1973.

Depicts the accomplishments of Jessie Owens, the fastest Olympic track star of 1936.

Laurence, Jacob. Harriet and the Promised Land. 630 Fifth Avenue, New York, New York 10020: Simon and Schuster, Inc. $5.95. 1968.

Tells the story of Harriet Tubman. Brightly illustrated.

Leaf, Munro. Being an American Can Be Fun. East Washington Square, Philadelphia, Pennsylvania 19105: J. B. Lippincott Co. $3.95. 1964.

Depicts what it is to be an American. Shows how children can become better citizens.

Leavitt, Jerome E. America and Its Indians. 1224 West Van Buren Street, Chicago, Illinois 60607: Children's Press. $5.50. 1962.

Presents the history, customs, government, social life, and religion of 35 tribes of American Indians, from antiquity to the present day, with facets of modern life particularly well handled.

A. Books (continued)

Lenski, Lois. Blue Ridge Billy. East Washington Square, Philadelphia, Pennsylvania 19105: J. B. Lippincott Co. $5.82. 1959.

Gives a good picture of life in the hills of North Carolina through the activities of Billy Honeycutt, who longed for a fiddle. Good for elementary grades.

Lenski, Lois. Coal Camp Girl. East Washington Square, Philadelphia, Pennsylvania 19105: J. B. Lippincott Co. $4.25. 1954.

Describes a West Virginia coal miner's family. The nine-year-old heroine suffers the joys and heartaches of buying with script at the company store and the loss of her brother in an abandoned mine. Recommended for elementary grades.

Lenski, Lois. San Francisco Boy. East Washington Square, Philadelphia, Pennsylvania 19105: J. B. Lippincott Co. $4.25. 1954.

Relates an interesting story for and about children. The location is a Chinese neighborhood in San Francisco. It evokes the richness, color, and gentility of the ancient Chinese tradition as adapted to America.

Lenski, Lois. Shoo-Fly Girl. East Washington Square, Philadelphia, Pennsylvania 19105: J. B. Lippincott Co. $5.19. 1963.

Describes the life of an Amish girl and her family in Lancaster, Pennsylvania. The book contains everyday occurrences, but the peace and security of home in a tightly knit group is a recurring theme.

Lerner, Marguerite, M.D. Red Man, White Man, African Chief. 1640 Rhode Island Avenue, N.W., Washington, D. C. 20036: B'nai B'rith. $2.75. 1967.

Gives excellent scientific explanation of skin color; easy for young children to understand. There is helpful information for the teacher also.

Lindenmeyer, Otto. Black and Brave, The Black Soldier in America. 1221 Avenue of the Americas, New York, New York 10020: McGraw-Hill Book Co. $4.95. 1970.

Depicts various areas in which black Americans have contributed to American history.

Manakee, Harold. Indians of Early Maryland. Baltimore, Maryland: Pridemark Press. $3.50. 1969.

Presents the culture of many tribes of Indians in Maryland.

A. Books (continued)

Mann, Peggy. When Carlos Closed the Street. 200 Madison Avenue, New York, New York 10016: Coward-McCann and Geoghegan. $3.86. 1969.

Tells a warm and realistic story about Carlos, his gang and the other people on his block, and what happens when Carlos tries to get his street blocked off for a championship stickball game.

Martin, Bill. America, I Know You. Box 3623, Glendale, California 91201: Bowmar Publishing Corp. Book: $4.50. Record: $5.99. Cassette: $6.99. 1970.

Stimulates readers to think of their own images of what it means and how it feels to be an American.

Martin, Bill. I Am Freedom's Child. Box 3623, Glendale, California 91201: Bowmar Publishing Corp. Book: $4.50. Record: $5.99. Cassette: $6.99. 1970.

Shows that responsible social attitudes are based on good feelings. Encourages the reader to value himself and others.

Martin, Bill. I Reach Out to the Morning. Box 3623, Glendale, California 91201: Bowmar Publishing Corp. Book: $4.50. Record: $5.99. Cassette: $6.99. 1970.

Shows the child's fear of unfamiliar people and experiences. Gently leads the child to face this problem.

Martin, Bill. It's America For Me. Box 3623, Glendale, California 91201: Bowmar Publishing Corp. Book: $4.50. Record: $5.99. Cassette: $6.99. 1970.

Stresses the importance of speaking one's opinion and listening with an open mind to others.

Martin, Patricia. Indians: The First Americans. 52 Vanderbilt Avenue, New York, New York 10017: Parents Magazine Press. $3.97. 1970.

Describes the way in which American Indians once lived.

Mason, Bernard. The Book of Indian Crafts and Costumes. 79 Madison Avenue, New York, New York 10016: Ronald Press Co. $7.95. 1946.

Provides necessary instruction for preparing and assembling Indian crafts and costumes.

Mathia, Sharon Bell. Ray Charles. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $3.95. 1973.

Depicts the life of Ray Charles, the famous jazz musician.

A. Books (continued)

Meadowcraft, Enid La Monte. Crazy Horse: Sioux Warrior. 1607 North Market Street, Champaign, Illinois 61820: Garrard Publishing. $3.12. 1965.

Sympathetic biography of Crazy Horse shows the historical background of his hatred for the white man and how whites betrayed Indian trust.

Morrow, Betty, and Hartman, Louis. Jewish Holidays. 1607 North Market Street, Champaign, Illinois 61820: Garrard Publishing. $2.32. 1967.

Describes Jewish holidays in easily understood language and pictures; the emphasis is on love and freedom. Easy.

Morsbach, Mabel. The Negro in American Life. 757 Third Avenue, New York, New York 10017: Harcourt Brace Jovanovich, Inc. $7.50. 1967.

Presents a history of the Negro in America. Depicts the richness of black heritage.

McCaque, James. Tecumseh. 1607 North Market Street, Champaign, Illinois 61820: Garrard Publishing. $2.95. 1970.

Depicts the life of the Shawnee Indian through the story of Tecumseh, the Indian leader who dreamed of peace. Easy.

McGovern, Ann. Runaway Slaves, The Story of Harriet Tubman. 50 West 44th Street, New York, New York 10036: Scholastic Magazines, Inc. $.60. 1965.

Relates the story of a slave who constantly endangered her life to free her people.

Nash, Veronica. Carlito's World: A Block in Spanish Harlem. 1221 Avenue of the Americas, New York, New York 10020: McGraw-Hill Book Co. $3.33. 1969.

Describes, through simple text and colorful pictures, the day-to-day activities of Spanish children at home, in the street, and at school.

Newman, Shirlee. Marian Anderson: Lady From Philadelphia. Witherson Building, Philadelphia, Pennsylvania 19107: Westminister Press. $4.25. 1965.

Relates the warm and moving biography of Marian Anderson. It is a fascinating book with homely personal scenes that are difficult to forget.

Patrick, John J. The Progress of the Afro-American. 10300 West Roosevelt Road, Westchester, Illinois 60153: Benefic Press. $4.36. 1969.

Documents most of the black contributions in areas of interest: science, medicine, entertainment, and inventions which contributed to the American way of life.

A. Books (continued)

Patterson, Lillie. Frederick Douglass. 1 Dag Hammarskjold Plaza, 245 East 47th Street, New York, New York 10017: Dell Publishing Co. $.50. 1965.

Describes the life of Frederick Douglass who was born a slave and dedicated his life to freedom. This easy to read biography was written by an elementary school librarian. Easy.

Pease, Josephine. This Is Our Land. 8255 Central Park Avenue, Skokie, Illinois 60076: Rand McNally and Co. $2.50. 1961.

Presents a bird's eye view of America, giving a description of the many aspects of America.

Reynolds, Quentin. Custer's Last Stand. 201 East 50th Street, New York, New York 10022: Random House, Inc. $1.95. 1951.

Depicts the adventures of Custer from childhood until his famous last stand.

Rich, Elaine. Hannah Elizabeth. 10 East 53rd Street, New York, New York 10022: Harper and Row Publishers, Inc. $2.95. 1964.

Presents the story of Hannah, a ten-year-old Indiana Mennonite girl at the time of the Civil War. She recognizes and faces conflicting values between her family beliefs and customs and the "outside" world.

Robinson, Jackie, and Duckett, Alfred. Breakthrough to the Big League: The Story of Jackie Robinson. 10 East 53rd Street, New York, New York 10022: Harper and Row Publishers, Inc. $3.25. 1965.

Depicts the life of Jackie Robinson who broke through the racial barriers in professional baseball.

Rollins, Charlemae. Famous Negro Entertainers. 79 Madison Avenue, New York, New York 10016: Dodd, Mead and Co. $3.95. 1967.

Presents popular show business personalities, such as Louis Armstrong, Lena Horne, Sidney Poitier, and Nat King Cole.

Ross, Nancy. Heroines of the Early West. 201 East 50th Street, New York, New York 10022: Random House, Inc. $2.95. 1960.

Recounts the struggles and triumphs of some amazing women who lived 100 years ago.

Rudeen, Kenneth. Roberto Clemente. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $3.95. 1974.

Presents the inspiring story of Roberto Clemente, who was elected to the Baseball Hall of Fame after his death in 1972.

A. Books (continued)

Rush, Marguerite. *Who Do You Think You Are? The Story of Heredity*. 521 Fifth Avenue, New York, New York 10017: Prentice-Hall, Inc. $7.95. 1970.

Relates a scientific explanation of heredity and skin color; written in terms that elementary school children can understand. Contains scientific vocabulary which is well explained.

Russell, Solveig. *Navajo Land, Yesterday and Today*. 1224 West Van Buren Street, Chicago, Illinois 60607: Melmont Publishers, Inc. $4.50. 1961.

Presents the early life of the Navajos and their life on the reservation today.

Sandler, Gilbert. *The Neighborhood: The Story of Baltimore's Little Italy*. 901 North Howard Street, Baltimore, Maryland 21201: Bodine and Associates, Inc. $5.95. 1974.

Depicts an overall portrait of the community, its roots, history, institutions, and prospects for the future.

Sayles, E.B., and Stevens, Mary Ellen. *Throw Stone - The First American Boy*. 114 West Illinois Street, Chicago, Illinois 60610: Reilly and Lee. $3.75. 1960.

Tells how Throw Stone and his family take an amazing journey over land and bridge from the continent of Asia to the continent now known as North America.

Scheele, William. *The Mound Builders*. 110 East 59th Street, New York, New York 10022: World Publishing Co. $5.95. 1960.

Forms the basic concepts that enable one to comprehend the contributions of Indians to American culture.

Seeger, Pete. *American Favorite Ballads*. New York, New York: Oak Publications, Inc. $2.45. 1961.

Presents an easy to use American collection of ballads, musical themes, and easy musical accompaniment.

Seidlova, Anca, and Shippen, Katherine. *The Heritage of Music*. 625 Madison Avenue, New York, New York 10022: Viking Press. $6.00. 1963.

Gives a general account of music from its beginning, including types, contributors, and works of art celebrated in America.

Serfozo, Mary. *Welcome, Roberto! Bienvenido, Roberto!* 1010 Washington Boulevard, Chicago, Illinois 60607: Follet Publishing Co. $3.15. 1969.

Introduces children to another culture and language through everyday phrases in Spanish and English. Easy.

A. Books (continued)

Shul, Yuri. An Album of the Jews In America. 845 Third Avenue, New York, New York 10022: Franklin Watts, Inc. $6.25. 1972.

Presents an excellent history of the Jews in America. The pictures are authentic and interesting. The reading level is suitable for middle school, but can be profitably used as a reference in upper elementary grades.

Singer, Issac. Zlateh, The Goat and Other Stories. 10 East 53rd Street, New York, New York 10022: Harper and Row Publishers, Inc. $6.43. 1966.

Tells of folk tales translated from Yiddish. Very entertaining and lends itself to reading aloud.

Speevack, Yetta. The Spider Plant. 122 East 42nd Street, New York, New York 10017: Atheneum Publishers. $3.07. 1965.

Shows the rebuffs and difficulties experienced by a poor Puerto Rican family in the strange environment of a big city. The Puerto Rican child's adjustment to public school is realistically told.

Stanek, Muriel. How Immigrants Contributed to Our Culture. 10300 West Roosevelt Road, Westchester, Illinois 60153: Benefic Press. $3.80. 1970.

Contains information about immigration laws and policies, and the contributions of various cultural, religious, and racial groups.

Stiles, Martha Bennett. The Strange House at Newburyport. New York, New York: Dial Junior Books. $4.95. 1963.

Presents an exciting story of the Underground Railroad and of two young girls who discover that their grandmother is helping black slaves escape to freedom in Canada.

Stratton, Madeline. Negroes Who Helped Build America. 125 Second Avenue, Waltham, Massachusetts 02154: Ginn and Co. $2.80. 1965.

Presents individual biographies of 14 notable Negroes with summaries of their contributions in science, defense, commerce, government, education, the fine arts, and in the movement to improve the lot of the Negro.

Syme, Ronald. Vasco da Gama - Sailor Toward the Sunrise. 105 Madison Avenue, New York, New York 10016: Morrow and Co. $4.14. 1959.

Gives an account of the life history of Vasco de Gama, the famous explorer.

A. Books (continued)

Taylor, Sydney. All of a Kind Family. 1010 Washington Boulevard, Chicago, Illinois 60607: Follett Publishing Co. $.75. 1951.

Tells a gentle story of a Jewish family in New York in the early 1900's. It is valuable for its picture of close family life and natural mention of Jewish holidays.

Titus, Charles. The Old Line State, Her Heritage. Box 109, Cambridge, Maryland 21613: Tidewater Publishers. $4.00. 1971.

Depicts and explains many of the historic areas of Maryland. Includes areas such as Fort Washington, The Wye Oak, Fort Carroll, Catoctin Iron Furnace, and St. Clements Island.

Tobias, Tobi. Marian Anderson. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $3.95. 1972.

Presents the story of Marian Anderson, acclaimed as one of the finest contraltos ever heard.

Toone, Betty. Appalachia: The Mountains, the Place, and the People. 845 Third Avenue, New York, New York 10022: Franklin Watts, Inc. $3.45. 1972.

Presents a realistic look at Appalachia. Shows the geographic background, culture, and legends of this area of America.

Turk, Midge. Gordon Parks. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $3.95. 1971.

Presents the life of Gordon Parks, world famous photographer.

Verral, Charles Spain. Robert Goddard: Father of the Space Age. Englewood Cliffs, New Jersey 07632: Prentice-Hall, Inc. $4.95. 1963.

Gives an account of Robert Goddard's life history and his accomplishments in science that have contributed to America's progress.

Walker, Alice. Langston Hughes, American Poet. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $3.95. 1974.

Depicts the life of Langston Hughes, famous writer of poems, stories, novels, plays, children's books, and history books.

A. Books (continued)

Walter, Mildred. *Lillie of Watts.* 3044 Riverside Drive, Los Angeles, California 90039: Ward Ritchie Press. $3.95. 1969.

Relates a descriptive story of the everyday events in the life of Lillie, a black girl from Watts. The illustrations realistically portray the emotions of Lillie and her family.

Wesley, Charles, and Woodson, Carter. *Negro Makers of History.* 1407 - 14th Street, Washington, D.C. 20005: Associated Publishers, Inc. $5.95. 1968.

Illustrates a timely account of how blacks first came to America and their gradual progress toward acceptance.

Witheridge, Elizabeth. *And What of You, Josephine Charlotte?* 122 East 42nd Street, New York, New York 10017: Atheneum, Inc. $4.50. 1969.

Presents the story of Josephine as she realizes her precarious position and comprehends what it means to be owned by another human being. This story reveals how she seeks freedom with the help of her white mistress.

B. Films and Filmstrips

1. Films

Gabrielle and Selena. $165.00. Rental: $13.00. Time: 13 min. Color. Distributor: BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.

Presents the story of a black girl and a white girl who exchange families for an evening.

2. Filmstrips

American Indian Nature Legends. Filmstrips (6), Cassettes (3). $57.00. Color. Producer: Teaching Resources. Distributor: Learning Arts.

Presents six legends of several North American Indian tribes. Each legend reveals how a particular tribe viewed animals, spirits, nature, or the sun and stars.

American Indians of the Southwest. Filmstrips (6), Records (3). $90.50. 1970. Time: I-11 min.; II-14 min.; III-11 min.; IV-12 min.; V-15 min.; VI-11 min. Color. Producer: Coronet Films, 65 East South Water Street, Chicago, Illinois 60601.

Depicts the history, homes, handicrafts, religions, and the life today of the American Indians of the Southwest.

B. Films and Filmstrips (continued)

Cynthia, Japanese-American Girl. Filmstrip and record or cassette. Record: $11.00. Cassette: $13.00. 1970. Time: 16 min. Producer: SVE, Singer.

Shows how a Japanese-American girl and her family observe the customs and traditions of Japan while living in the United States as loyal citizens. Also, describes some of the cultural traditions of Japanese-American families.

Eddie, American Indian Boy. Filmstrip and record or cassette. Record: $11.00. Cassette: $13.00. 1970. Time: 16 min. Producer: SVE, Singer.

Helps students understand some of the difficulties faced by an American Indian boy and his family after they move from an Indian reservation to a large city. Also, presents Indian culture.

Ernesto, Mexican-American Boy. Filmstrip and record or cassette. Record: $11.00. Cassette: $13.00. 1970. Time: 17 min. Producer: SVE, Singer.

Portrays some of the difficulties experienced by a Mexican family when they come to live in a large city in the United States.

Fred, Black American Boy. Filmstrip and record or cassette. Record: $11.00. Cassette: $13.00. 1970. Time: 16 min. Producer: SVE, Singer.

Shows how one black boy and his family work to overcome some of the problems they face in the city.

Gail Anne, Kentucky Mountain Girl. Filmstrip and record or cassette. Record: $11.00. Cassette: $13.00. 1970. Time: 16 min. Producer: SVE, Singer.

Portrays some of the problems encountered by a small-town southern mountain girl and her family when they move to a large, northern city. Also useful in contrasting the way of life in the southern mountains with life in a city.

History of Our Flag. Filmstrip and record or cassette. Record: $11.00. Cassette: $13.00. Time: 10 min. Color. Producer: SVE, Singer.

Jose, Puerto Rican Boy. Filmstrip and record or cassette. Record: $11.00. Cassette: $13.00. 1970. Time: 16 min. Producer: SVE, Singer.

Presents the daily activities, cultural backgrounds, and unique problems of Jose, a Puerto Rican boy of the inner city.

C. Records and Tapes

1. Records

Negro Folk Music, U.S.A. Courlander, Harold. $4.95. 1966. New York, New York: Columbia University Press.

Presents examples of Negro folk music.

Poems of My Country. $5.99. Bowmar Publishing Corp., Box 3623, Glendale, California 91201.

Presents poems which give an appreciation of America.

2. Tapes

No recommendations made by the Intergroup Education Revision Committee of 1974.

D. Pictures and Prints

1. Pictures

No recommendations made by the intergroup Education Revision Committee of 1974.

2. Prints

Great Negroes - Picture Display Portfolios. Study prints. $5.95/set. 1969. Producer: SVE, Singer.

Presents portfolios with short biographical sketches of various subjects. Sets include: 1) Negroes in Our History; 2) Modern Negro Contributors; 3) Negroes of Achievement; 4) Science and Invention; 5) Business and Professions; 6) Education and Religion; 7) Fighter for Freedom; 8) Champions of Human Rights; and 9) Government and Judicial.

Living Together in America. $5.95. 1973. Cook Publishing Co. 20 study prints, resource manual.

Presents study prints depicting the diversity of our American heritage.

E. Kits

Focus on Self Development - Stage Two: Responding. Kit. Filmstrips (6), Records or cassettes (4), Photoboards (20), Pupil Activity Book, and Teachers Guide. Records: $121.00. Cassettes: $135.00. Distributor: SRA.

Presents stories and activities which encourage child's response to his personal, social, emotional, and intellectual life. Topics include self-concept, abilities, limitation , interests, concerns, communications, companionship, acceptance, and rejection.

SELECTED BIBLIOGRAPHY

LEVEL II -- Theme III

A. Books

Adoff, Arnold. *Black on Black*. 866 Third Avenue, New York, New York 10022: Macmillan Co. $5.95. 1968.

Demonstrates the American racial dilemma and the conflicts of black Americans versus white Americans in the United States from the 1860's and the 1960's.

Adoff, Arnold. *I Am the Darker Brother*. 866 Third Avenue, New York, New York 10022: Macmillan Co. $4.95. 1970.

Presents an anthology of modern poems by black Americans.

Bloch, Marie Halun. *The House On Third High*. 200 Madison Avenue, New York, New York 10016: Coward-McCann, Inc. $3.50. 1962.

Tells the story of Jenny, who didn't like "outsiders" like the Dowchenko family who had funny accents and odd ways, until she experienced what it meant to be left out of a group.

Burton, Shirley. *I Wonder Why*. Garden City, New York 11530: Doubleday and Co. $4.25. 1963.

Shows photographs presenting the rejection of people because of race.

Cane, Molly. *Number Four*. 1 Beacon Street, Boston, Massachusetts 02108: Houghton Mifflin Co. $3.50. 1972.

Presents the story of Benjamin Turner, an Indian who wants to help his people. It is a story of racial prejudice and the insensitivity of some people to the needs of others.

Cohen, Tom. *Three Who Dared*. Garden City, New York 11530: Doubleday and Co. $3.95. 1969.

Presents stories of three people who contributed to the civil rights movement in different ways - a lawyer, a playwright, and a businessman.

Embry, Margaret. *My Name Is Lion*. 18 East 56th Street, New York, New York 10022: Holiday House, Inc. $3.95. 1970.

Presents a story of a Navajo boy today. Told with dignity and quiet realism. The boy is forced to live in a new Bureau of Indian Affairs dorm and go to school.

A. Books (continued)

Embry, Margaret. Shadi. 18 East 56th Street, New York, New York 10022: Holiday House, Inc. $3.95. 1971.

Depicts a story of an older sister in an Indian family. Emma takes her role very seriously. The story shows her problems and confusions while growing up.

Hughes, Langston. Don't You Turn Back. New York, New York: Alfred L. Knopf. $3.95. 1969. Illustrated.

Poems about the black experience by the noted poet Langston Hughes.

Ik, Kim Yong. Blue In The Seed. 34 Beacon Street, Boston, Massachusetts 02106: Little, Brown and Co. $3.95. 1964.

Describes the problems of a Korean boy who is taunted because of his blue eyes. He suffers because he is different, but finally people come to appreciate his courage.

Ik, Kim Yong. In America: A Cultural Mosaic. New York, New York: Lerner Books, U.S. Educational Marketing Corp. Each Volume $3.95. 20 volumes: $79.00.

Title	Date of Publication	Title	Date of Publication
Czechs and Slovaks	1967	Irish	1969
Dutch	1969	Italians	1966
East Indians & Pakistanis	1967	Japanese	1967
English	1966	Swedes	1966
French	1966	Negro	1971
Germans	1966	Poles	1969
Greeks	1969	Norwegians	1967
Hungarians	1969	Scots and Scotch-Irish	1966

Lewiton, Mina. Rachel and Herman. 845 Third Avenue, New York, New York 10022: Franklin Watts, Inc. $1.93. 1966.

The story of a Jewish family's difficulty in adjusting to a change in neighborhood.

Martin, Bill. Freedom's Apple Tree. Box 3623, Glendale, California 91201: Bowmar Publishing Corp. Book and record or cassette. Book: $4.50. Record: $5.99. Cassette: $6.99. 1970.

Discusses that in a free society, each person matters. The text leads the child to understand personal responsibility.

Penny, Grace. Moki. 1 Beacon Street, Boston, Massachusetts 02108: Houghton Miffling Co. $.95. 1960.

Presents a story of the ten-year-old daughter of the Cheyenne Indians who felt she was dealt a hard blow in being a girl. The story is told against a rich background of Indian lore and customs.

B. Films and Filmstrips

No recommendations made by the Intergroup Education Revision Committee of 1974.

C. Records and Tapes

No recommendations made by the Intergroup Education Revision Committee of 1974.

D. Pictures and Prints

No recommendations made by the Intergroup Education Revision Committee of 1974.

E. Kits

No recommendations made by the Intergroup Education Revision Committee of 1974.

SELECTED BIBLIOGRAPHY

LEVEL II -- Theme IV

A. Books

Acheson, Patricia. Our Federal Government: How It Works. 79 Madison Avenue, New York, New York 10016: Dodd, Mead and Co. $.95. 1969.

Designed to give young citizens a better understanding and knowledge of the organization and purpose of the federal government.

Alderman, Clifford Lindsey. That Men Shall Be Free - The Story of the Magna Carta. 1 West 39th Street, New York, New York 10018: Julian Messner, Inc. $3.95. 1964.

Presents an absorbing account of the men who fought and died for the personal and political freedoms that underline American democracy.

Bailard, Virginia. So You Were Elected. 1221 Avenue of the Americas, New York, New York 10020: McGraw-Hill Co. $4.72. 1966.

Presents answers to many questions on parliamentary procedures, the duties of officers, and the importance of being both a leader and a helper.

Beim, Lorraine and Jerald. Two Is A Team. 757 Third Avenue, New York, New York 10017: Harcourt, Brace and World. $4.50. 1945.

Presents a story of two small boys, Negro and white, who find it fun to work and play together.

Black, Algernon D. The First Book of Ethnics. 845 Third Avenue, New York, New York 10022: Franklin Watts, Inc. $3.45. 1965.

Presents an explanation of ethnics, with historic examples of ethical problems and their solutions. Parallels the tenets of many religions. (Hard reading for 5th, can be used in J.H.S.) Presents some thoughts on how society can help mankind.

Breetveld, Jim. The Human Rights Commission. 200 Madison Avenue, New York, New York 10016: Coward-McCann, Inc. $3.95. 1961.

Presents the story of a world-wide detective agency on the trail of criminals who rob men, women, and children of their freedom.

A. Books (continued)

Brown, Harriet, and Guadagnolo, Joseph. America Is My Country. 1 Beacon Street, Boston, Massachusetts 02108: Houghton Mifflin Co. $6.50. 1961.

Presents an account of America's patriotic heritage and the important values which underline the American way of life.

Eichner, James. Courts of Law. 845 Third Avenue, New York, New York 10022: Franklin Watts, Inc. $3.45. 1969.

Presents a concise picture of the court system in America.

Epstein, Sam and Beryl. Washington, D.C. - The Nation's Capital. 845 Third Avenue, New York, New York 10022: Franklin Watts, Inc. $4.50. 1961.

Presents a short description of many historical areas of Washington, D.C.

Findlay, Bruce and Esther. Your Rugged Constitution. Stanford, California 94305: Stanford University Press. $6.95. 1969.

Presents an accurate, detailed explanation of the Constitution.

Fisher, Aileen, and Rabe, Olive. Human Rights Day. 666 Fifth Avenue, New York, New York 10019: Crowell Co. $4.50. 1966.

Presents the background of human rights day and promotes brotherhood in the world.

Foster, Genevieve. 1776, Year of Independence. 597 Fifth Avenue, New York, New York 10017: Scribner's Sons. $4.95. 1970.

Presents the history of America in 1776. Depicts other world events which occurred at the same point in history.

Gurney, Gene and Clare. The Colony of Maryland. 845 Third Avenue, New York, New York 10022: Franklin Watts, Inc. $3.45. 1972.

Gives an accurate account of all the historical events that contribute to Maryland's famed background.

Kessler, Leonard. Here Comes the Strikeout. 10 East 53rd Street, New York, New York 10022: Harper and Row Publishers, Inc. $3.14. 1965.

A good baseball story with descriptions of fine inter-racial relationships.

A. Books (continued)

Lindop, Edmund. The First Book of Elections. 845 Third Avenue, New York, New York 10022: Franklin Watts, Inc. $3.45. 1968.

Presents a complete treatment of the elective process from an examination of voting rights to election.

Markun, Patricia. Politics. 845 Third Avenue, New York, New York 10022: Franklin Watts, Inc. $3.45. 1970.

Presents much information about politics; who takes part in politics, how people get what they want through politics, and politics in the year 2000.

Martin, Bill. Poor Old Uncle Sam. Box 3623, Glendale, California 91201: Bowmar Publishing Corp. Book and record or cassette. Book: $4.50. Record: $5.99. Cassette: $6.99. 1970.

Shows the problems of Uncle Sam and how he deals with them.

Miller, Natalie. Story of the Liberty Bell. 1224 Van Buren Street, Chicago, Illinois 60607: Children's Press. $5.25. 1965.

Presents the story of the Liberty Bell for young readers.

Miller, Natalie. The Story of the Star-Spangled Banner. 1224 Van Buren Street, Chicago, Illinois 60607: Children's Press. $5.25. 1965.

Presents the story of the Star Spangled Banner for young readers.

Morris, Richard. First Book of the Constitution. 845 Third Avenue, New York, New York 10022: Franklin Watts, Inc. $3.45. 1958.

Presents an excellent analysis of weakness of government under the Articles of Confederation, colonial fears of strong central government, and solutions and compromises made by the Founding Fathers.

Phelan, Mary. Election Day. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $4.50. 1967.

Gives an informative account of the different aspects of voting and how it came to be in America.

Prolman, Marilyn. Story of the Constitution. 1224 Van Buren Road, Chicago, Illinois 60607: Children's Press. $5.25. 1969.

Presents a detailed aspect of the background of the United States Constitution.

A. Books (continued)

Richards, Norman. Story of the Declaration of Independence. 1224 Van Buren Road, Chicago, Illinois 60607: Children's Press. $5.25. 1969.

Presents a detailed, informative record of the major highlights of the Declaration of Independence.

Sasek, M. This Is Washington, D.C. 866 Third Avenue, New York, New York 10022: Macmillan Co. $.95. 1969.

Gives a picturesque and informative view of Washington, D.C. and its historical sites.

Sterling, Dorothy. Forever Free. Garden City, New York 11530: Doubleday and Co. $3.95. 1963.

Presents a description of the events and the people who played a part in the issuing of the emancipation proclamation.

Wise, William. Leaders, Laws, and Citizens. 52 Vanderbilt Avenue, New York, New York 10017: Parent Magazine Press. $4.59. 1973.

Describes and traces the history of democracy.

B. Films and Filmstrips

1. Films

No recommendations made by the Intergroup Education Revision Committee of 1974.

2. Filmstrips

Black Rabbits and White Rabbits. Filmstrips (2) and record or cassette. $22.50/record; $25.50/cassette. 1958. Color. Producer: Warren Schloat. Distributor: Social Studies School Services, 10000 Culver Boulevard, Culver City, California 90230.

Presents an allegory using two communities of rabbits. The white rabbits enslave the black rabbits. After many generations the black rabbits revolt and enslave the white rabbits.

The Punishment Fits the Crime. Filmstrip (1) and record (1) or cassette (1). $23.00/record; $26.00/cassette. 1970. Color. Producer: Schloat Productions. Distributor: Social Studies School Services, 10000 Culver Boulevard, Culver City, California 90230.

Presents an allegory on racial prejudice, the importance of skin color, equality under the law, and public opinion versus individual conscience.

C. Records and Tapes

No recommendations made by the Intergroup Education Revision Committee of 1974.

D. Pictures and Prints

No recommendations made by the Intergroup Education Revision Committee of 1974.

E. Kits

Social Science Laboratory Units. Kit. Social science resource book: $3.88; project books, 7 units, $.63/book; Record Set: $25.05/set; Teacher's guide: $4.59; Teachers' role in Social Science Investigation: $3.39. Producer: S.R.A.

Involves students directly in a study of human relations. Presents units on: understanding differences between people; friendly and unfriendly behavior; growing up; group dynamics; decision making; influence; and social power.

SECTION VIII

SELECTED BIBLIOGRAPHY

FOR

TEACHER REFERENCE

Acuna, Rudolpho. Occupied America: The Chicano's Struggle Toward Liberation. 850 Montgomery Street, San Francisco, California 94133: Canfield Press. $4.50. 1972. Paperback.

Presents a controversial view of Chicano history and the growth of the Chicano movement.

Adler, Mortimer J., and Van Doren, Charles. General Editors. Makers of America. 425 North Michigan Avenue, Chicago, Illinois 60611: Encyclopedia Britannica Educational Corp. $3.95. 1971.

Contains ten volumes reflecting and illustrating the ethnic diversity of the United States, ranging over more than four centuries of American history. Provides a series of selections prefaced by historical head notes.

Alexander, Arthur. The Magic of Words. Englewood Cliffs, New Jersey 07632: Prentice-Hall, Inc. $4.95. 1962.

Explains different ways of communicating with words. It also provides information from picture-writing to the origins of symbols, from secret language to animal signs and sounds.

American Indian Historical Society. Textbooks and the American Indian. San Francisco, California: Indian Historical Press, Inc. $4.25. 1970.

Evaluates more than 300 books currently in use in our schools. The books are organized according to American History and Geography, State and Regional History, Government and Citizenship, American Indians, and World History and Geography.

Teachers may find texts from their schools critiqued in this book. The chapter called "The Background" presents concise information helpful toward improving the image of this minority group. An annotated bibliography appears just before the index.

Arnspiger, Clyde, et al. Human Values Series V. Box 2028, Austin, Texas: Steck-Vaughn, Inc. $3.96 each. 1968. One text each for grades 1-6. Special teaching pictures.

Provides students in K-6 with "thinking tools" with which to consider and evaluate various human actions that are portrayed in the stories of the series.

Atwood, Ann. Haiku: The Mood of the Earth. 597 Fifth Avenue, New York, New York 10017: Charles Scribner's and Sons. $5.95. 1971.

Discuss the relationship between haiku and nature. Gives examples of haiku accompanied by appropriate color photographs.

Banks, James A., ed. Teaching Ethnic Studies: Concepts and Strategies. 1201 16th Street, N.W., Washington, D.C. 20036: National Council for the Social Studies. $6.00. 1973.

Penned by a distinguished group of scholars, this is a hard hitting book written by a group of fighters who have an unrelenting committment to social justice. The authors present new conceptual frameworks for studying about ethnic groups, for analyzing American society, and for describing promising strategies and materials. Five of the chapters focus on the problems of specific American ethnic minority groups; the final ones deal with the problems of two groups which have also been victimized by stereotypes and cultural assaults, white ethnics and women.

Blaustein, Albert I., and Zangrando, Robert L. Civil Rights and the American Negro. New York, New York: Washington Square Press. $1.45. 1969. Paperback.

Describes the changing status of the Negro in America from earliest colonial days to the present. It exposes the problem of white hostility toward the Negro and the hypocrisy on the part of the whites which led the Negro to anger and frustration. The book includes original historical documents, governmental documents, cases, statutes, treaties, and executive orders exactly as printed.

Bone, Robert A. The Negro Novel in America. Revised edition. New Haven, Conneticut: Yale University Press. $2.25. 1965. Paperback.

Gives the chronological development of the novel against a background of historical facts and the phenomenon of cultural dualism. Assimilationism and Negro Nationalism play their parts in this development of the novel from 1890-1952. This document is an indispensable tool for the teacher of high school English and social studies.

Burma, John H. The Mexican-American in the United States: A Reader. 850 Montgomery Street, San Francisco, California 94133: Canfield Press. $5.95. 1970. Paperback.

A compilation of articles describing the social status of Chicanos.

Celnik, Max M.L.S., and Celnik, Isaac M.H.L. A Bibliography on Judaism and Jewish-Christian Relations. New York, New York: Anti-Defamation League of B'nai B'rith. $1.00. 1965. Paperback.

Children's Library Material: Selection Policies. Philadelphia, Pennsylvania: Free Library of Philadelphia, Library for the Blind and Physically Handicapped. Free. 1974.

Books in braille, on tape, or talking-book records available. Large print books also available.

Chrisman, Arthur Bowie. Shen of the Sea. New York, New York: E.P. Dutton and Co. $4.95. 1965. Illustrated.

Presents a series of fascinating Chinese stories in which the author has admirably caught the spirit of Chinese life and thought. Newberry Award Winner.

Clure, Beth, and Rumsey, Helen. Why Didn't I Think of That. Glendale, California: Bowman. $4.99. 1971.

Provides teachers with a great variety of activities that will be useful and meaningful for extending learning related to all school disciplines.

Cohen, Rabbi Henry. Justice, Justice. New York, New York: Union of American Hebrew Congregations. $2.45. 1969.

Traces the historic struggle of Jews to obtain freedom and human dignity. Rabbi Cohen parallels the Jewish experience with the black experience. He cites the reasons for rising anti-Semitism among blacks as cause for great concern to all Americans and offers alternatives to the present dilemma.

Cohen, Robert. The Color of Man. New York, New York: Bantam Books, Inc. $.95. 1972. Paperback.

Explains through text and photographs the concept of color. Discusses what color is, where it comes from, how color differences arose, and why they persist. Excellent.

Collier, Mary Jo, et al. Kids' Stuff. Nashville, Tennessee 37212: Incentive Publications, Inc. $9.95. 1969.

Records numerous activities in all subject areas at a primary level.

Croft, Dorren J., and Hess, Robert D. An Activities Handbook for Teachers of Young Children. 110 Tremont Street, Boston, Massachusetts 02107: Houghton Mifflin Co., Educational Division. $4.95. 1972.

Presents many suggestions for activities that can be used for young children.

Daniels, Roger. The Politics of Prejudice: The Anti-Japanese Movement In California and the Struggle for Japanese Exclusion. Atheneum. $2.65. 1968.

Cites labor unions, progressives, businessmen, educators, and clergymen as contributors to the anti-democratic movements in California. The time period covered begins with the Immigration Act in 1924. This is a scholarly view of the problem with detailed footnotes and extensive bibliography. Daniels does an excellent job of placing the problem against its historical background and in revealing the extenuating circumstances imposed upon the Japanese immigrant in California.

Duran, Livie, and Bernard, H. Russell. Introduction to Chicano Studies: A Reader. 866 Third Avenue, New York, New York 10022: MacMillan. $5.95. Paperback Text.

Presents a chronological collection relative to Chicano history.

Engel, Madeline H. Inequality in America: A Sociological Perspective. New York, New York: Thomas J. Cromwell, Co. $3.95. 1971.

Deals with four different topics. The first section is a general introduction to sociology; the second is a series of chapters describing a particular form of inequality in America; the third examines the consequences for our society of inequities based on innate group characteristics; and the fourth section contains several short, controversial readings written by or about the various minority groups discussed in the text itself.

Fast, Julius. Body Language. 630 Fifth Avenue, New York, New York 10020: Pocket Books. $1.50. 1971.

Examines the science of kinesics and the influence of culture upon nonverbal communications.

Franklin, John Hope. From Slavery to Freedom: A History of Negro Americans. 3rd ed. New York, New York: Random House. Vintage Books. $3.45. 1967.

Concentrates on the background and the history of the Negro in the United States. The scholarship and style are superior. Excellent bibliography.

Giovanni, Mikki. Spin A Soft Black Song. 72 Fifth Avenue, New York, New York 10011: Hill and Wang. $5.50. 1971. Illustrated.

Contains a collection of poems for and about children. Beautifully written.

Glock, Charles Y., and Stack, Rodney. Christian Belief and Anti-Semitism. Harper Torchbooks. New York, New York: Harper and Row Publishers, Inc. $1.95. 1969. Paperback.

Answers the question, "What accounts for the persistence of anti-Semitism in our democratic society?" One of five studies (part of the University of California's five-year study) which provide answers to "the role played by contemporary Christian teachings in shaping attitudes toward the Jews." Excellent reference book for intergroup studies in high school and college classes. Many facts, figures, and statistics.

Goldschmidt, Walter. Exploring the Ways of Mankind. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart and Winston. $8.00. 1971.

Provides an introduction to the basic concepts and understandings of the science of anthropology, and gives us a knowledge of our own social milieu in light of those understandings. It deals both with the familiar and the exotic; it provides special insights into our own social environment.

Grambs, Jean Dresdan. Intergroup Education. Englewood Cliffs, New Jersey 07632: Prentice-Hall, Inc. $3.75. 1968.

Gives suggestions and methods for teaching intergroup education.

Grant, Joanne. ed. Black Protest, History, Documents and Analyses, 1619 to the Present. New York, New York: Fawcett. $1.25. 1968.

Contains selections concerning the conditions of the black man in America from the 17th Century to the 1960's. The majority of writings come from the 20th Century. Each section of the book is preceded by an introduction.

Greer, Mary, and Rubinstein, Bonnie. Will the Real Teacher Please Stand Up? 15115 Sunset Boulevard, Pacific Palisades, California 90272: Goodyear Publishing Co. $6.95. 1972.

Provides situations, activities, and simulations for teachers to incorporate into their business.

Halliburton, Warren J., and Katz, Wm. Loren. American Majorities and Minorities: A Syllabus of U.S. History of Secondary Schools. New York, New York: Arno Press. $2.95. 1970.

Presents a total course in U.S. History for teachers with lesson plans and annotated bibliography for teachers and students.

Handlin, Oscar. ed. Immigration As A Factor In American History. Englewood Cliffs, New Jersey 07632: Prentice-Hall, Inc. $1.95. 1959.

Discusses the ethnic impact on American history and culture and the subsequent attempts at restriction. Provides excerpts by writers contemporary to the various periods treated.

Handlin, Oscar. Boston's Immigrants. New York, New York: Atheneum. $3.25. 1970.

Analyzes the acculturation of immigrants into Boston Society by an eminent historian in detail.

Herskovits, Melville. The Myth of the Negro Past. Boston, Massachusetts: Beacon Press. $2.45. 1967. Paperback.

Attempts to "set the record straight" on the unity and complexity of West African culture and the extent to which this cultural heritage has influenced the life and behavior of the American Negro.

Holtrop, Donald. Notes on Christian Racism. Grand Rapids, Michigan: Wm. B.E. Erdman. $.95. 1969. Paperback.

Compares to C.S.Lewis' Screwtape Letters, notes from one worker to another for whom God is the Enemy, emphasizing church and scripture used against blacks, and church members who use economic and political power against blacks in education, hiring, and housing.

Hoover, Dwight W., ed. Understanding Negro History. Chicago, Illinois: Quadrangle Books. $2.95. 1968. Paperback.

Considers the major problems in studying and writing Negro history. Most of the selections in the book were taken from works published within the last ten years, primarily concerning the 19th Century. The book is arranged topically and is divided into three main sections: "The Uses of Negro History," "Problems in Writing Negro History," and "Major Trends in Negro History."

Hostetler, John A. Amish Society. Baltimore, Maryland: Johns Hopkins Press. $2.95. 1968. Revised.

Observes the interaction between a secular man-made world and a small family-life society. The Amish communities are under stress as technology encroaches upon their society. This book attempts to understand custom and change in this small society surrounded by a dominant one. The successful scholarly investigation includes both theoretical background material and effects on the individual Amish.

Hubbard, Alice, and Babbitt, Adeline, eds. Golden Flute: An Anthology of Poetry for Young Children. 257 Park Avenue, South, New York, New York 10010: John Day Co., Inc. $4.95. 1932.

Selects poems that have been gathered from old and new poets. Excellent to develop interest in poetry.

Hughes, Langston. Don't You Turn Back. 201 East 50th Street, New York, New York: 10022: Alfred A. Knopf. $3.95. 1967.

Consists of a collection of poetry which deals with basic elements and emotions in life: love, hate, aspiration, and despair.

Hunt, Sarah Ethridge. Games and Sports the World Around. 79 Madison Avenue, New York, New York 10016: The Ronald Press. $6.00. 1964.

Gives a variety of games for children from all over the world.

Hunter, Madeline, and Carlson, Paul V. Improving Your Child's Behavior. 622 Rodier Drive, Glendale, California 91201: Bowmar. $6.99. 1971.

Emphasizes the everyday influence of family members on each other. Gives a systematic plan to improve the child's behavior. Recommended for parent conferences.

Jaye, Mary Tinnin. Making Music Your Own. 250 James Street, Morristown, New Jersey 07960: Silver Burdett Co. 1966.

Presents learning experiences in a sequence that moves from the first day of school to the last and includes the seasons and special days in proper order.

Jordon, Winthrop D. White over Black: American Attitudes Toward the Negro. 1550-1812. Baltimore, Maryland: Penguin Books. $2.95. 1969.

Seeks to determine "the attitudes of white men toward Negroes during the first two centuries of European and African settlement in what became the United States of America." Professor Jordan examines white attitudes toward blacks from intellect to sex. Recommended for teachers.

Kanowitz, Leo. Women and the Law--The Unfinished Revolution. Albuquerque, New Mexico: University of New Mexico Press. $3.95. 1969.

Looks at a much neglected area which only in recent years has come to the forefront in social justice -- sex-based legal discrimination. Examines the respective roles in sex in every sphere of American life. Gives a unique and interesting insight into the inequities and how best to end them.

Katz, W.L. Teachers' Guide to American Negro History. Chicago, Illinois: Quadrangle. $2.45. 1968.

Contains factual information, a bibliography, and suggestions for teaching. A valuable guide for teachers in developing a black history course.

McLaughlin, Roberta, and Wood, Lucille. The Small Singer. 622 Rodier Drive, Glendale, California 91201: Bowmar Records, Inc. 1969.

Contains a collections of songs that small singers enjoy year after year. Familiar and new songs with varied musical activities give the children a head start in the love and understanding of music.

McWilliams, Carey. North from Mexico. 51 Riverside Avenue, Westport, Conneticut 06880: Greenwood Press. $12.50. 1949.

Presents a classic portrayal of Mexican-Americans in the United States.

Moyer, Joan E. Bases for World Understanding and Cooperation - Suggestions For Teaching the Young Child. Washington, D.C.: Association for Supervision and Curriculum Development, N.E.A. 1970.

Provides activities that the teacher can use in the classroom organized by "process," e.g., "knowing," "loving," "organizing," - excellent for early childhood and elementary school teachers.

O'Rourke, Terrence J. A Basic Course in Manual Communication. 814 Thayer Avenue, Silver Spring, Maryland 20919: National Association of the Deaf. $4.50. 1972.

Provides a reference in manual communication. Illustrates over 500 basic signs utilized in sign language.

Parish, Peggy. Let's Be Indians. 49 East 33rd Street, New York, New York 10016: Harper and Row Publishers, Inc. $3.79. 1972. Illustrated.

Shows how to make simple things for use in activities and arts and crafts projects. Excellent resource.

Quigley, Charles, and Longaker, Richard. Voices For Justice, Role Playing in Democratic Procedures. 191 Spring Street, Boston, Massachusetts 02173: Ginn and Co. 1970.

Presents material and activities to use in role-playing democratic procedures, in addition to suggestions for discussion topics on constitutional questions.

Redon, Armando. Chicano Manifesto. 866 Third Avenue, New York, New York 10022: MacMillan. $2.95. 1971. Paperback.

Provides references and information about Chicano history as well as contemporary events.

Rivera, Feliciano. A Mexican American Source Book. Menlo Park, California: Educational Consulting Association. $5.00. 1970.

Deals with important people of Mexican or Spanish descent.

Rubin, Ruth. A Treasury of Jewish Folksong. 67 Park Avenue, New York, New York 10016: Schocken Books, Inc. $3.50. 1950. Illustrated.

Contains a collection of Jewish folksongs which represent the cultural history of the Jewish people.

Servin, Manuel. An Awakened Minority: The Mexican American. Riverside, New Jersey 08075: Glencoe Press. $3.95. 1974. Paperback.

Provides excellent reference material about Chicano history, culture, and contemporary issues.

Shabazz, Betty. ed. Malcolm X on Afro-American History. 873 Broadway, New York, New York: 10003: Betty Shabazz and Pathfinder Press, Inc. $1.00. 1970. Paperback.

Cites abundant evidence about the past achievements of the black peoples of the world. An edited and illustrated collection of the speeches and the autobiography of Malcolm X oriented toward improving the self-image of the black man as a man with a rich, old cultural heritage which was blotted from his mind by the machinations of the slave-masters during the slave period.

Sheehan, Ethna. Folk and Fairy Tales from Around the World. 79 Madison Avenue, New York, New York 10016: Dodd, Mead and Co. $4.50. 1970.

Contains a collection of stories that are fun to tell.

Sheffey, Ruth, and Collier, Eugenia. Impressions in Asphalt. 597 Fifth Avenue, New York, New York 10017: Scribner's Sons. $4.20. 1969.

Short stories, poems, and essays pertaining to different ethnic minorities.

Simon, Sidney B.; Howe, Leland W.; and Kirschenboom, Howard. Values Clarification, A Handbook of Practical Strategies for Teachers and Students. 719 Broadway, New York, New York 10003: Hart Publishing Co., Inc. $3.95. 1972.

Focuses on how people come to hold certain beliefs and establish certain behavior patterns systematically. Based on the Rath's approach, these authors consider valuing to be composed of seven sub-processes. This manual provides the teacher with 79 specific, practical strategies to help students build the seven valuing processes into their lives.

Smith, R., and Leonhard, C. Discovering Music Together. 1010 West Washington Boulevard, Chicago, Illinois 60601: Follett. $6.95. 1968.

Contains songs about American Indians. Also presents a Spanish carol, "Zumba-Zumba."

Social Studies Strategies. Activities File Box. $5.95. 1972. Producer: Educational Insights, Inc., 211 S. Hindry Avenue, Inglewood, California 90301.

Provides in easy-to-read form a number of excellent strategies, such as dramatic play, role-playing, simulation-gaming, art experiences, documents and ancient writing, and filmstrip-making for improving the teaching and learning processes in elementary school social studies curricula.

Wagenheim, Karl. Puerto Rico - A Profile. 1519 Connecticut Avenue, N.W., Washington, D.C. 20030: Puerto Rican Research and Resources Center. $2.95. 1971. Paperback.

Contains excellent source material for teachers as recommended by Dr. Pantoja, Director of the Research and Resources Center.

Waldo, Myra. The Complete Round-The-World Meat Cookbook. Garden City, New York 11530: Doubleday and Co., Inc. $6.95. 1967.

Gives recipes from all countries for meat, vegetables, and soup dishes.

Watters, Lorrain E., et al. The Magic of Music - Kindergarten. Xerox Education Group, Statler Building, Back Bay, P.O.Box 191, Boston, Massachusetts: Ginn and Co. 1966.

Includes a collection of songs for children in early childhood education.

White, Walter. A Man Called White: The Autobiography of Walter White. Bloomington and London. Indiana University Press. $12.00. 1969.

Tells the poignant story of Walter White as written by the late general secretary of the NAACP. With great poignancy he writes of his life and the fight for racial equality.

Woodward, C. Vann. The Strange Career of Jim Crow. 3rd revised ed. 200 Madison Avenue, New York, New York 10016: Oxford University Press. $1.95. 1974.

Discusses segregation from 1877 to 1965. An essential guide for placing contemporary race relations in factual and humane perspective.

Young, Kimballand, and Mack, Raymond W. Sociology and Social Life. 450 West 33rd Street, New York, New York 10001: American Book Co. $7.95. 1965.

Develops a systematic interpretation of the major elements of sociology. Includes a section on the development of human personality and growth.